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FRANKLIN GULL

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MAY 1961

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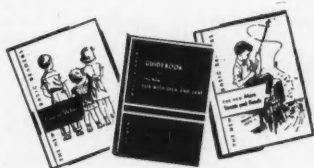
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THE MONTH'S COVER STORY

Wildlife photographer Cy Hampson describes the appearance and habits of the bird on our cover for this month in his story on page 22. The Franklin's Gull, he says, is one of our most useful birds and a familiar sight to many prairie farmers.



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F. J. C. SEYMOUR
Editor

S. C. T. CLARKE
J. D. McFETRIDGE

Associate Editors

MARIAN ALLISON
Editorial Assistant

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Professional Load

Alberta teachers will welcome the news that the Executive Council has decided to establish an ad hoc committee to study and report on all matters related to the work load of classroom teachers. In the minds of many teachers this decision is long overdue. It is to be hoped that the committee will plunge into its task with all speed and that it will not spare time, effort, or personnel in discharging its responsibility.

There is no doubt that there is an appalling ignorance of what constitutes a proper load for a teacher. It is bad enough to realize the public does not have much notion of what a teacher's work load should be, but it is even worse to find that school administrators, and even teachers themselves, do not seem to have any definite, objective idea of what should be a proper weekly or daily load for a classroom teacher. On the other hand, most teachers appear to be able to determine whether they have a manageable or unmanageable assignment in terms of class size, preparation, clerical duties, and extracurricular work. What is needed, then, is a thorough investigation of all factors which contribute to the load carried by teachers at all levels. If the committee can cope with this Herculean task, there is hope that some policy statements can be spelled out by the Association on the burning question of professional load.

It will be in the study of the factors contributing to work load that the committee will face one of the more formidable parts of its job. Class size has long been accepted as one of the professional load determinants, but it is subject to such considerations as the grade level, the subject taught, whether the class is homogeneous or heterogeneous, and so on. Even in the matter of determining teacher-pupil ratio, it must be resolved that class size is the number of pupils in the teacher's classroom and not some artificial teacher-student ratio arrived at by using the total number of administrators, coordin-

ators, supervisors, etc. plus the number of teachers actually teaching students.

The amount of clerical work expected of teachers will be another factor deserving of special attention. Few teachers will dispute the fact that the volume of clerical paper work, as distinguished from grading assignments and marking tests, has been increasing by leaps and bounds. Another factor of some importance is the type and amount of extracurricular duty and responsibility required of teachers. Such activities as clubs, athletics, music, drama, and school projects, have been making substantial demands on out-of-school time, to say nothing of the demands on the energies of teachers.

Then there are a number of other associated and related aspects of professional load which must come under scrutiny in any full-fledged study of the problem. Such matters as school plant, ancillary services, individual differences, grade level, subjects, inservice education activities, complicate consideration of the problem. Equalization of load as among elementary, junior high and high school teachers, and attempting to equate the burden of teaching mathematics or science courses with that of teaching English or the social studies, will be difficult but should not prove impossible.

The Executive Council is to be commended for deciding to get down to cases with the problem of professional load. No effort or expense should be spared in supplying the committee with all that is necessary to complete its study and prepare its report. The Association should be in a position to provide, not only its members, but the public as well, with some forthright statements concerning what is a proper work load for a classroom teacher. Only then will we be able to say with some authority what sort of a daily and weekly work load should be accepted by teachers who want to provide a high quality of service to our students, that a work load of this size or that size is manageable or unmanageable.

Such policy statements will come none too soon to suit most teachers, nor will some reasonably authentic information on the load now being carried by Alberta's teachers. When it's ready, an early mailing to some vocal members of the legislature would not be amiss.

The Future of the Social Studies

IN 1958 and 1959, Dr. J. H. M. Andrews, associate professor in the Division of Educational Administration, University of Alberta, using the "Task of Public Education Opinionnaire" (University of Chicago), made a survey to find out what Albertans thought should be the tasks of public education. Both the public and the teachers were in substantial agreement that the five most important tasks of the high school should be the following:

- efficient use of the three R's—the basic tools for acquiring and communicating knowledge
- a continuing desire for knowledge — the inquiring mind
- the habit of weighing facts and imaginatively applying them to the solution of problems
- a sense of right and wrong — a moral standard of behavior
- a feeling for other people and the ability to live and work in harmony.

The teachers differed only by reversing the order of the first two tasks. If one views the tasks of public education in terms of the kind of people Albertans think are desirable, then it would appear that Albertans want literate, inquisitive, reflective, ethical, and cooperative people.

How does one get the kind of people Albertans want? How does one, for example, ensure a literate population? Is efficient use of the three R's more likely if pupils perfect the basic tools for acquiring and communicating knowledge in activities whose purposes they accept

as their own, or in activities whose purposes, set by the teacher or the Department of Education, are remote and foreign to the pupils?

How does one ensure an inquisitive people? Does one need to provide opportunities in the classroom for inquiry, or is it enough to praise the inquiring mind and the inquiring civilization in the course of surveying the accomplishments of man through the ages?

How does one ensure reflective people? Does one need to provide opportunities for the weighing of facts and imaginatively applying them to the solution of problems, or is it enough to draw attention to reflective individuals and to the fruits of reflection in civilizations of the past, praising them and admonishing the pupils to emulate such individuals in order to ensure reflectiveness in the future?

How does one ensure ethical people? Does one need to provide opportunities for pupils to make decisions that really count, or is a sense of right and wrong the result of didactic teaching and exhortation?

How does one ensure cooperative people? Does one need to involve children in activities which demand cooperation, or is it enough to talk about the benefits of cooperation and the great need for cooperative people?

These are not easy questions to answer. Perhaps they are even superficial since it is quite possible that the means for fulfilling the tasks of secondary education should not be viewed as either-or

S in Alberta

M. R. LUPUL

propositions. Still, where should the emphasis be placed?

Position of the social studies teacher

On each of these points the position of the social studies teacher is quite clear. He is not opposed to surveying the accomplishments of man through the ages, marking out for praise the inquiring and reflective mind and the inquiring and reflective civilization. He can understand why it is necessary to talk about the benefits of cooperation and the need for cooperative people, or even to exhort people to be "good" and to do "right". Moreover, he is not an advocate of the child-centred approach to learning, for he recognizes that teachers and society have purposes, as well as pupils, and these must also find expression within the educative process. But, he also recognizes that such considerations are minimal. He believes that to get the kind of people Albertans think desirable, the social studies must try to provide more. He believes that inquisitive, reflective, co-operative, ethical, and literate people are the result of surroundings which encourage inquiry, reflection, cooperation, decision-making, and the use of the three R's. He believes that qualities such as inquisitiveness, reflectiveness, cooperativeness, and a sense of right and wrong, as well as the skilful use of the three R's are habits, and that one acquires such qualities and skills by engaging in activities which require a display of these qualities and skills before the classroom activities can come to a satisfactory con-



The author offers a detailed answer to critics who would replace the social studies with separate studies of history, geography and civics. This article is adapted from his address to the 1961 Edmonton City convention.

clusion, that is, before the goals or purposes defined and accepted by teacher and pupils as being worthy of pursuit can be realized fully. From this one can see that the social studies is more than just a subject; it is a point of view.

Social studies point of view

The social studies point of view is one which insists that the kind of people we seem to want are the products of "functional" learning. It is a point of view which appreciates as much as do current critics of the social studies that in our time we need men and women who can cope with the forces which are responsible for rapid social changes in the world. But it is also a point of view which submits that understanding and control of social processes, at any level, is not necessarily an outcome of memorizing historical names, dynasties, and battles, or place names on a map.

The writer, for one, doubts very much whether the mere ability to identify historical personalities, dynasties, battles, or place names will enable Western man, for example, to withstand the tidal wave

of international Communism. One needs to learn many facts about our present situation and also how we got to be where we are. But, without, at the same time, a clear understanding of certain social principles which are at the very heart of the social studies as a school subject, the mass of important facts will lack meaning and will not be retained once the examination period is over.

To illustrate, one of the social principles or understandings to be derived from studying social studies in the secondary school is that, "Competition in trade tends to increase military activity."¹ This is a generalization which should emerge from a study of the influence of trade on early civilizations. The teacher does not necessarily have to agree completely with the generalization. After all, few generalizations about social behavior have the same power of persuasion as do generalizations about the behavior of physical matter. But, although not necessarily an economic axiom, this generalization is highly suggestive and should be taught for the light it throws on the expansionist efforts of the Ancient Egyptians, Alexander the Great, the Roman Emperors, the Medieval Crusaders, and other peoples, with appropriate applications to the modern situation as suggested. In this way, pupils might be helped to assess better the full implications for disarmament of Premier Khrushchev's current campaign for peaceful co-existence wherein presumably economic competition is gradually to replace military competition. Perhaps a lowering of the economic iron curtain is not an alternative to the arms race after all. History, at least, might suggest otherwise.

The above is only one generalization. There are many others of varying significance in all six grades of the secondary school. No teacher is obliged to rely only on the understandings or generaliza-

tions suggested. They are minimal for the poor teacher; they function as models for the good teacher. But every social studies teacher should teach in terms of understandings because they, and they alone, provide, in the last analysis, the basic purpose for all work undertaken in the social studies classroom.

It should be clear by now, however, that in the course of such teaching facts are not to be ignored. The *Senior High School Social Studies Curriculum Guide* makes it abundantly clear that:

... Facts must be collected, organized and studied . . . (and) to ensure adequate growth in comprehension and a coherent grasp of the whole year's work, each student should commit to memory a reasonable amount of the information secured. [But, while learning facts the pupil] . . . should be required to memorize only those facts that have become significant to him, facts that have been clearly patterned within the framework of the generalizations. Students with good memories may be expected to acquire a considerable body of information, to be able to recall it readily during the course of the year, and to use it in processes of organized or reflective thinking. Much of it may fade beyond recall within a year or two, but, if the course is properly conducted, the major generalizations or concepts will be permanently retained by the student to form a solid foundation for further growth in social understanding.

In the last analysis, the good social studies teacher never loses sight of the fact that, for better or for worse as far as social education is concerned, "History alone is unable to explain the contemporary world." This does not mean that he has a low regard for the written record of man's accomplishments through the ages. In fact, he cannot treat history with contempt for within the social studies curriculum the entire history of western civilization is to be found. Some teachers have even said that there is so much historical material to be covered that, as teachers of the social studies, they have little time to do anything else but teach historical facts. The result is little regard for the more difficult and often time-consuming task of probing the relationships between the facts studied and the generalizations suggested. But the good social studies teacher knows that the facts of history are meaningless when taught without reference to social understandings con-

¹Senior High School Curriculum Guide for Social Studies 10, 20, and 30, (Edmonton: Department of Education, 1955), Grade X, Unit 11, p. 28.

Mr. Lupul is assistant professor of secondary education, University of Alberta, Edmonton. He was a member of the provisional executive of the Social Studies Council and one of the speakers at its inaugural conference.

tained in sociology, anthropology, economics, political science, and human geography. And, of course, it follows that the good social studies teacher is one who, in addition to history, has also studied sociology, anthropology, economics, political science, and geography, a fact which makes the present two-year program of teacher preparation for high school teaching tragic, possibly even immoral, when one considers the great gaps which are bound to exist in the social understanding of young people taught by inadequately prepared social studies teachers.

If this is so, maybe one should attempt to do less in social education than is envisaged by the social studies advocates. In view of the great amount of historical and geographical material to be covered, and in view of the truncated period of teacher training for the majority of our high school teachers, maybe one should revert to the teaching of historical and geographical facts without explicit regard for the more ambitious social studies objective of relating these facts to generalizations—generalizations which, once learned, might be used to anticipate the future with greater hope of control and therefore with greater confidence. As long as teachers either do not understand how to teach the social studies, or are in the position of political Conservatives who believe the social studies to be the creation of the political Liberals and therefore will not teach it, or as long as they are not given the time required to teach the social studies well, then, perhaps, one should rescue the social studies from the hands of incompetents and substitute a more modest

conception of social education in its place. And, if in abolishing the social studies, it were clearly understood that we in Alberta have neither the will nor the resources to teach social studies, and, out of necessity, must make do with the next best thing to the social studies, this writer would raise no objections. But in doing so, he would feel ill-at-ease for he knows that the social studies were the outgrowth of certain factors which are not easy to dismiss.

The beginnings of social studies

There were four main factors which brought the social studies into being: the expansion of social knowledge; the social fact of mass education; the psychological movement in education; and the depression of the thirties. There is not space to deal with each factor in any detail. The expansion of social knowledge at the university level is obvious to all and it was only natural that requests would be made that more modest reflections of this knowledge should find a place in the high school curriculum. Thus it was that history was asked to share its place in the timetable with the social sciences. To effect the union it was said that history and the social sciences were related disciplines; and it was argued that the teaching of history would be easier and the learning of history more interesting; and even that history was not a science and that contact with the social sciences would make history more scientific and less moralistic in outlook.

The social fact of mass education is no less obvious. As late as 1900 in the United States (the situation in Canada is comparable) only ten percent of youth of high school age were enrolled in secondary schools. Of this group no less than 75 percent went on to college. By 1950, 85 percent of youth of high school age were enrolled in secondary schools, but of this group only 25 percent went on to college. Thus, from a situation where the vast majority of high school graduates went on to college, a situation

developed where the vast majority of high school graduates did not go on to college. To some, it seemed only natural, therefore, that since the high school's role in society had apparently changed, its aims should change also. Thus it was that for the former aim of preparing pupils for college, a new aim—preparation for the ordinary purposes of life—was put forth. A switch in the curriculum from history to the social studies naturally followed, and the social studies came to be viewed as a subject in which the study of history would still occupy an important place, but, used in conjunction with the social sciences, it would be more useful or functional. In fact another name for the social studies might well be "functional history".

When one turns to the psychological movement in education the influences were so many that one can hardly do more than list them.

✓An important influence were the Gestaltists with their main point that insight or understanding in a problematic situation comes from being able to see the situation as a whole. Although the relationship between Gestalt psychology and the unit method of teaching, which is an integral part of the social studies, has never been made explicit, it would seem that the two have much in common. This is so because unit teaching places great stress upon the need to organize teaching materials in related portions with each portion being large enough to be significant, but small enough to be seen as a whole by the pupil.

✓Another important influence were psychologists such as Wundt, Galton, Cattell and Binet with their rather definitive documentation of the great differences in ability which exist amongst individuals. Here again the unit method of teaching with its emphasis on teacher-pupil planning and its various suggested activities was conceived of as one of the best means to give scope to the wide range of individual differences in the typical secondary school classroom.

✓Still another important influence were social psychologists such as Ronald Lipsett and Kurt Lewin and the "democratic group-leadership movement" which they founded. These social scientists worked with three kinds of groups, those led by authoritarian, laissez-faire, and democratic leaders and found that the most productive of the three groups was the one under democratic leadership, that is, the one in which mutually agreeable decisions were reached through discussion and compromise or where, if consensus was not possible, each person had an equal vote and the majority vote decided the issue. In such groups the atmosphere was friendly and confident, and there was a larger amount of initiative with a correspondingly smaller number of leader-dependent actions. The committee approach to education, another integral part of social studies teaching, was based on such findings.

✓The last important psychological influence to be noted here was that of H. L. Hollingworth who in 1933, put forth the idea that the more remote from reality is the level of experience the less meaningful is that experience.

Now it is possible to suppose that good history teachers have always known this and made use of this knowledge in the classroom even before the advent of the social studies. But it was only with the introduction of the latter subject that the attempt was made to provide a curricular medium which would make such experiences as field trips, sociodrama, motion pictures, picture files, and graphic representations, the privilege of the vast majority and not just of those fortunate few whose teachers recognized that mere verbalism and symbolism made unnecessarily difficult what was really beyond the understanding of very few.

By 1930, the expansion of social knowledge was clearly evident, the social fact of mass education was no less evident, and the psychological movement in education had gained considerable re-

The social studies are committed to teaching the cultural heritage functionally and not in vacuo.

spectability. But it took the depression of the thirties to destroy whatever faith still remained in using history and civics as the main medium for social education. Much of the thinking of the time which favored the social studies approach to social education was similar to that of Alberta's own H. C. Newland, director of curriculum for the province. To him the social aim of education should be the preparation of youth for "a new social order, based on justice for the common man", a state of affairs which man himself is to bring about by applying "science to the solution of social problems". To accomplish this, he continued, it is necessary to create a curriculum which will "discard the tradition of book learning, and of culture *in vacuo*"; a curriculum in which "all learning and all education will have a direct bearing on the social purpose which is to be achieved"; a curriculum in which there will exist "a very close relation between the activities of the classroom, and the economic activities outside of the classroom". The social studies are to be in the forefront of equipping youth to build this "new social order", presumably because of their commitment to the multiple textbook approach and to the use of whatever community resources are available in establishing social understandings — in short, because they are committed to teaching the cultural heritage functionally and not *in vacuo*.

Do we still need the social studies?

One way to answer this question is to note that three of the factors already mentioned as being originally responsible for the development of the social studies as a subject in the secondary school are still very much with us. Our social knowledge is still growing and is in fact growing faster than ever before. Mass education is still with us and is in

fact more necessary now than ever before. The psychological principles of learning previously enunciated are as valid now as they were before. Only the depression is no longer with us, and, if one grants that the depression was probably one of the chief factors contributing to the development of the social studies concept, one might well argue that the social studies is no longer necessary. This, at least, is what current critics of the social studies would like us to believe.

The ideas of these critics are familiar to all of us. Amongst their books, articles and interviews one finds liberal reference to such things as "highest standards", "critical ability", "intellectual curiosity", "training the mind", and "basic principles". They seek to create the impression in the public mind that they alone are concerned about these matters. They manage to convince many people, one supposes, but to those who have made the study of education their life's work they leave many questions unanswered. Basic to the whole discussion is the concept of mind. What is mind? How does it originate? When one says that the task of supreme importance is "the education of the children's minds", what precisely does one mean? Now, it might be too much to expect journalists or even specialists in history, geography and the classics to provide answers for what are admittedly difficult questions. Yet the kind of education one provides, the kind of aims, curriculum, and methodology one recommends is inextricably bound up with one's view of the nature of the educand and especially with one's view of the nature of the educand's mental behavior. Therefore, until contemporary critics of education make explicit their concept of mind, the writer feels they merit no serious consideration. The con-

(Continued on Page 54)

Submission regarding Proposed Educational Finance Plan

Mr. Chairman and Members of the Legislative Assembly of the Province of Alberta—

The Alberta Teachers' Association is pleased to have the opportunity of presenting a submission to the Standing Committee on Agriculture, Colonization, Immigration, and Education on the proposed educational finance plan. The Government of the Province of Alberta has a distinguished record of educational leadership in the formation of school divisions, *The Teaching Profession Act*, the Faculty of Education, the Teachers' Retirement Fund, and the Alberta Royal Commission on Education. Perhaps more important than any of these is the system of financing education.

We submit that the proposed educational finance plan should be set over for study or should be modified, because—

■ The proposed educational finance plan restricts local autonomy

In 1905, when Alberta came into being, the lessons of history, legislative theory, and the desires of parents in the community to control their own school, all

clearly pointed to the need for elected, fiscally independent school boards. In the early days, school boards, like other municipal authorities, levied and collected their own taxes. For efficiency, collection was turned over to the municipalities. Disputes arose over which body should have first call on the funds available. Municipal authorities claimed they received the blame for school taxes. In 1948, the Alberta legislature added as an amendment to *The School Act*, Section 293a as follows:

(1) In any case where the requisition made upon any municipality, other than a city, for any year exceeds the requisition of the preceding year by more than twenty percent, the council of the municipality may by resolution, or in the case of an improvement district, the Minister of Municipal Affairs may by order, if in the opinion of the council or the Minister of Municipal Affairs, as the case may be, the amount of the requisition is excessive, refer the requisition to a Commissioner to be appointed by the Lieutenant Governor in Council.

From this grew the present Section 304 of *The School Act*, which permits appeals

As a special feature, we are printing in full the text of the ATA submission on the government's education finance plan. Our submission was one of twelve presented in response to the government's invitation to interested groups to make known their views on the matter. The hearings occupied two full days and an evening (April 4 and 5). Following the hearings the government announced that it was proceeding with the plan as it had been outlined.

to the Board of Public Utilities Commissioners. Section 19 of *Bill 76* now before this house would permit unrestricted appeal by municipal councils against supplementary requisitions by school boards. A school board seeking to improve the quality of educational service above the "approved" level would find such improvement labelled "unapproved costs" and even the smallest requisition subject to challenge.

We submit that the control to which the school board is subjected by the electors and taxpayers is the proper democratic control of school expenditures. We submit that Section 304 of *The School Act* should be deleted. Failing this, we submit that a clause like the section quoted above should be added.

An example of what can happen to the quality of educational service when school requisitions are subject to municipal veto is found in Halifax. We quote from the *Halifax Mail-Star* of March 2, 1961—

Less Qualified Teachers to Save Halifax \$18,000.

Size of Classes To Increase.

... The economy program was put in motion earlier this week when city council cut back this year's \$5,400,000 school budget.

... The plan as outlined by the superintendent is designed to encourage hiring of more lower-license, lower-paid teachers in elementary grades, increasing the pupil-teacher ratio in school classrooms and decreasing use of substitute teachers.

We submit that local autonomy of a school board is destroyed when three appointed officials in Edmonton can determine what the local taxpayers may spend on education. We further submit that the ultimate control of local expenditure by government-appointed officials lays that government open to charges of political influence in education.

Section 20 of *Bill 76* further limits local autonomy by requiring that the tax collected by the municipalities be sent directly to the Department of Education to be disbursed from there by the department. We submit that this procedure is centralization and bureaucracy of an unnecessary order, and that the municipalities can and should pay these funds

directly to the school board concerned. Let us make no mistake. The threats to local autonomy outlined above are of the gravest concern to the citizens of this province. To quote from the editorial page of the *Calgary Albertan* of March 27, 1961:

Local autonomy is not just a sacred cow, a slogan to be used to arouse parochial emotions. It is something that is essential if parents are to retain any real control over the educational process and if educational practice generally is not to be pushed by excessively centralized departmental direction and regulation into the rut of conformity.

- The proposed educational finance plan leaves the main burden of financing education costs to real property

One of the chronic complaints about school costs today is that the share borne by taxation on real property is too high. While the proposed tax scheme does much towards equalizing costs among the owners of real property, it still leaves the major share of the school tax burden on real property. This is unfortunate, because the continuance of real property taxes as the main source of school revenue can be justified only if ownership of real property is the most reliable indicator of wealth, and we know that such an assumption is no longer valid. Today a far more reliable measure of wealth is personal income.

It is our view that any plan for financing education should come to grips with the fundamental problem of how to identify the citizen's responsibility and ability to pay for education. We submit that a broader tax base than real property is needed to provide for equalization of the burden of the costs of education among the people of this province.

- The proposed educational finance plan equalizes educational services downwards

The per pupil expenditure on education in 1960 was \$352. The increase in total enrolment each year is about 16,000. Therefore, additional expenditures of approximately \$5,000,000 are required annually by reason of expansion alone.

The level of school services, and the cost of school services, have been increasing. These three factors combine to produce a 13 percent annual increase in the expenditure on education. On this basis, the 1961 expenditure would be \$116,000,000, but the combined tax levy and government grant, supposed to cover all "approved" costs for 1961, is estimated at \$104,000,000. We submit this is equalizing educational services downwards.

If the purpose of the new scheme is to stabilize or freeze education costs at or near current levels, the effect will be to

retard educational improvement. In some areas, the 32-mill requisition will appropriate for the provincial treasury, funds now used to provide a superior level of educational service. If such districts are to maintain such a level of service, let alone introduce improvements, they will be faced with the disagreeable prospect of requisitioning from their taxpayers a supplementary levy over and beyond the 32-mill rate. This situation cannot help but tend to freeze educational services at present levels and tend to equalize educational services downwards.

We submit that the proposed educational finance plan should be set over for study or should be modified because an adequate program of school finance should—

■ **Assure quality education for the children of the province**

Quality education is needed in Alberta, both for the sake of our children as individuals and collectively to assure the future of our society.

Success in life in the remote past required possession of land, later it required capital, but now it requires an education. Rather than finding success in life, the uneducated person today is likely to swell the ranks of the unemployed.

The people of Alberta want more education for their children. Their sights are continually rising. Yesterday, an education was a Grade VIII diploma; today, it is a high school diploma; tomorrow, it will be a college degree.

We need quality education for national survival. In Canada, we spend just over three percent of our gross national product on education, while Russia spends 10 to 12 percent. If there is conflict with Communism, we need "stored brainpower" — an educated citizenry. Surely if such a conflict breaks out, no one wants to look back and say: "Attempts to control spiralling school costs now look like the betrayal of our way of life."

Quality education for Alberta children requires quality teachers. In the words

of the report of the Alberta Royal Commission on Education, "The keystone is the teacher." In 1958, when this Commission was studying education in Alberta, some 22 percent of all our teachers lacked matriculation requirements and only 25 percent had four or more years of teacher education. This is a far cry from the Commission's statement of what is needed, "teachers must be persons of culture and be recognized as such" . . . "and the majority of briefs submitted emphasized this". The position at present has improved little since 1958. Education in Alberta has not reached the stage where quality education is now assured. Any system of financing education, instead of discouraging boards from employing well-qualified teachers, should encourage the employment and retention of "persons of intelligence and culture".

Quality education, like quality elsewhere, is not cheap. The financing of education should ensure quality. The quality of education necessary for the children of the Province of Alberta should be determined by the ratepayers who elect the school board and who provide the last dollar spent in educating their children.

Education is a capital investment, an investment in the future.

- **Assure that the provincial government assumes a major percentage of the actual expenditure on education calculated on a province-wide basis**

The province should bear a major part of educational expenditures because the provincial government has the power to tax on a broader base than that of real property used by local municipal governments, and because citizenship is not just in one's own locality, but is for Alberta, Canada, or even beyond. We must recall that one-third of the children who start Grade I in a system do not complete their schooling there, and 20 percent of all Canadians change their residences each year. Such mobility justifies major provincial support for education.

The body which is charged with the responsibility for providing educational services must be granted the tax powers to provide them. Section 93 of the *British North America Act* made education a provincial responsibility. The Government of the Province of Alberta has in turn delegated this responsibility to school boards. Section 177(c) of *The School Act* requires a school board to provide adequate instructional facilities for its pupils. When responsibility has been delegated to school boards, the requisite power to tax cannot be denied. How else can the board secure the last dollar it requires to pay for the type of education the district has decided it wants?

- **Assure the fiscal independence of local school boards**

The parents of the children who are being educated should have some direct control over the level of expenditure they wish to support above and beyond a provincial basic foundation program. To adapt education to local circumstances, and to try out promising practices, excessive centralization should be avoided. Control of educational expenditure beyond a provincial basic foundation program should lie in the hands of the electors of school boards, and in

the hands of those who pay school tax levies.

Whoever has the power to set costs should undertake to run the schools. Since school boards have been charged by the provincial government with the responsibility of providing educational services, they must be assured by the provincial government of the power to raise the funds, beyond provincial grants, necessary to discharge this responsibility. No other elected board nor appointed commission should be given the right of veto.

- **Distribute the provincial support on the basis of a foundation program**

In the light of the three principles outlined above, a foundation program should have these features.

- A guaranteed level of support at a realistic level approximating actual provincial expenditures.
- Annual revision of this level to ensure realistic support.
- A uniform local level of support (for example, the tax revenue from a uniform computational or qualifying mill rate on equalized assessment across the province, or the tax revenue from a specified income tax).
- Foundation grants to each district equal to the difference between the sum raised locally and the district's share of the guaranteed level of support.

Such a foundation program should not prevent the district from requisitioning additional local taxes for expenditures it wishes to make beyond the foundation program level. For this, the uniform local level of support must not be set so high that the school board is, in practice, unable to secure additional local revenue.

In summary

It is realized that we have merely presented the basic principles of an acceptable foundation program. The administrative details require time and consideration to work out. The sequence should be: first, the establishment of the

(Continued on Page 69)

Professional Placement Service

... becomes a reality

RELIANCE on the "Teachers Wanted" section of our daily newspapers for information regarding professional positions will be at an end for Alberta teachers if they take advantage of a revised service being offered by the National Employment Service. The ATA Executive Council has decided to support a plan proposed last January by Mr. A. F. Brown, Prairie Region supervisor of the Executive and Professional Division, National Employment Service, and Mr. S. R. Carson, executive and professional placement officer for Edmonton. Details of the plan have now been worked out to the mutual satisfaction of the parties and it will come into effect at once.

Members and prospective members of The Alberta Teachers' Association will be interested to know that they now have at their disposal a specialized teacher placement service, complete and up-to-date, and provided without charge or obligation of any kind. Mr. Brown and Mr. Carson explained its operation as follows.

Separate and public school districts, divisions, and counties keep in close touch with the NES placement service office, which keeps a listing of all vacancies in teaching posts by localities. These vacancies will be listed in detail in the local NES office in whose area they occur, and will be listed generally only in the other local NES offices in the province. A teacher in the Peace River area, let us say, wishes to secure a position in the Medicine Hat area. He gets in touch by telephone, letter, or personal call with the NES office in

Grande Prairie. This office will supply him with a general listing of vacancies in Medicine Hat and will refer his application to the Medicine Hat office for details of any of the positions in which he may be interested. The teacher will then be brought in touch with the school board concerned, and the two parties can proceed to conclude a contract if they so wish. There is no obligation attached to NES services and no charge is made upon either party. A teacher using this service in no way commits himself to accepting a position other than his normal obligations under *The School Act*. (Requirements of *The School Act* are listed in this issue on page 18.)

There have been some recent developments in the placement area that should be noted by any teachers seeking new positions in September of 1961. There has been a long standing gentleman's agreement between the Alberta School Trustees' Association and The Alberta Teachers' Association that a board, when advertising for staff, would indicate whether or not the new collective agreement has been concluded. Most boards lived up to this agreement, some did not. To protect the membership, the Association has often been forced to request teachers to contact head office before applying for or accepting a position with school boards which do not indicate the status of negotiations. Teachers continuing to use newspapers for placement information should be wary of any advertisement which does not state clearly whether an agreement for the 1961-62 school year has been negotiated.

J. D. McFETRIDGE

The National Employment Service, on the other hand, gives recognition to the fact that a placement agency must give the full facts to any applicant. It is standard practice with the National Employment Service to indicate to all applicants the full picture of employment conditions, including the status of the collective bargaining which can affect that position. A teacher may thus get this information from the NES office before making his decision.

Mr. Carson emphasized the following points in outlining the services of his Division.

- The service is province-wide, and operates throughout the summer months.
- It is free.
- There is no obligation to contract commitment.
- Both employed and unemployed teachers may use the service.
- Applications are treated with the greatest of confidence.
- Only one application is necessary.
- Applications may be handled by mail.

In keeping with a desire to provide the best, the National Employment Service has developed special administrative machinery to do the job. Personal service is available through ten offices located in Blairmore, Calgary, Drumheller, Edmonton, Edson, Grande Prairie, Lethbridge, Lloydminster (Saskatchewan), Medicine Hat, and Red Deer. Each of these offices is prepared to deal personally or by mail with teachers and school boards. To avail themselves of the service, teachers need merely write, telephone, or call at the nearest National Employment Service office and request an application form. This should be completed and returned, accompanied by any additional particulars deemed important. The applicant will then be listed in all NES offices throughout the province,

for the information of prospective employers. If the teacher has not yet resigned when the application is filed, National Employment Service will observe complete discretion as directed by the applicant. The local NES office will check for possible openings in the geographical area, grade level, and subject specialty sought. If an opening is found, the applicant will be advised and given the particulars, and is then free to negotiate, accept, or reject the position.

In addition to the services outlined above, the National Employment Service operates an office in the Administration Building, University of Alberta, Edmonton. Miss T. M. Kehoe is the officer in charge at the University Placement Office and is ready at all times to assist teachers or student-teachers in procuring a position. This office operates throughout the summer session, when some 300 to 500 vacancies are usually listed by school boards. This summer service provides a concise and efficient placement service, far superior to the hit-and-miss method of the classified want ad section. Miss Kehoe is careful to explain that the filing of an application with the National Employment Service does not prohibit the person from seeking employment on his own. If a position is taken after an application has been filed, the teacher should, of course, advise the NES office so that his name may be removed from the files. The same service is provided on a part-time basis at the University of Alberta in Calgary.

Included in this issue (page 64) is a list of the local NES offices in Alberta, with the proper mailing address. If you are seeking a new teaching position for the 1961-62 school term, we urge you to make use of the NES service.

The success of the plan will depend heavily upon the use made of it by teachers. It appears that we have at last a concise and well organized teacher placement service to fit our needs. Teachers should give it their support and cooperation.

♦ Keep for ready reference this summary of what teachers, vice-principals, and principals ought to know about the statutory provisions relating to—

Teachers' *Contracts*

F. J. C. SEYMOUR

Engagement

- An application for a teaching position should be either by letter or by filling out an application form provided by the school board.
- If the school board offers the teacher a position following application, or without application, the teacher has eight days after the date of the board's offer to accept.
- When a teacher accepts the school board's offer, a contract has been made, and the teacher is bound to begin teaching on the day school opens in September.
- If the teacher does not accept an offer within eight days, no contract exists.
- After the eighth day the teacher may notify the board that he wishes to accept the offer.
- If the board, within four days after receipt of the teacher's statement that he wishes to accept the offer, notifies the teacher that he is under contract to the board, a valid contract has been made from the date of such notification.

Termination of contract

By a teacher

- No teacher shall give notice to terminate a contract effective in any month except July or August, unless he obtains the approval of the Minister of Education.

- A notice to terminate a contract must be given in writing and may be delivered in person or by registered mail, and, in the latter case, it is assumed that the notice has been given on the date of mailing.
- If a teacher intends to leave teaching, he must resign on or before June 15.
- If a teacher intends to enter a contract with another school board, he must give notice on or before July 15 of his intent to terminate his existing contract, provided, however, that if a teacher enters a new contract with another board, he must give notice of termination of his existing contract within eight days after the new contract has been made.

By a board

- No school board shall give a notice to terminate a teacher's contract effective in any month except July, unless it obtains the approval of the Minister of Education.
- The school board shall give a notice to terminate a teacher's contract, effective in July, on or before the preceding fifteenth day of June.

General

- Subject to the foregoing provisions relating to termination, either party may terminate a contract by giving at least 30 days' notice in writing to the other party.
- No teacher shall give notice to terminate a contract under which he has not

Check these points!

- ♦ A temporary teacher's contract terminates automatically on the date set out in the contract.
- ♦ Teachers who are served with notice of termination and who feel they have been unjustly treated should contact head office immediately.
- ♦ If you are planning to resign, do not wait until the last day to send in your resignation.
- ♦ If you know that you are leaving your present position, hand in your resignation as soon as you can. Avoid waiting until the deadline date.
- ♦ If there are conditions to your acceptance of engagement, such as school, grade, rent for teacherage, etc., such conditions should be in writing and should be signed by both parties.
- ♦ Every teacher has eight days following the date of the offer of a position to investigate salary, living accommodation, and the relationships among the school board, teachers, superintendent, and public.
- ♦ Except for temporary teachers, there is no written contract between a teacher and a board in Alberta. The offer of a teaching position, the acceptance by the teacher, and the collective agreement in force form the contract.
- ♦ Insist on receiving a copy of the collective agreement so that you can check on your salary entitlement.
- ♦ For teachers entering Alberta for the first time, or Alberta teachers accepting employment for the first time under a collective agreement which provides for evaluation of years of teacher education by the University of Alberta, remember that only the University can give proper evaluations. Do not put school board officials "on the spot" by demanding their evaluation. They are not responsible for doing this work.

yet rendered service until he obtains the consent of the Minister.

- Teachers are not required to resign at the request of a school board.
- Any teacher who feels that he has

been unjustly treated in the matter of termination or request for resignation should contact head office immediately.

- All applications for a hearing before

the Board of Reference must be filed with the Minister of Education not later than June 30.

- No application for a hearing before the Board of Reference shall be made in any case where the contract has been in force for a period of less than 12 months or in any case where the contract has been terminated with the approval in writing of the Minister of Education.
- A school board may suspend or dismiss a teacher summarily for gross misconduct, neglect of duty, or for refusal to obey any lawful order of the board. The board must give notice in writing to the teacher and transmit a written statement of the facts to the Minister forthwith. The teacher may appeal to the Minister within 15 days.

Termination of designation

- A school board or a teacher may give 30 days' notice of termination of the teacher's designation as principal, vice-principal, or assistant principal on or before June 15.
- The principal, vice-principal, or assistant principal may, within seven days of receipt of the notice, request in writing a hearing before the board.
- The board shall, if a hearing is requested by the teacher, within 14 days after receipt of the request, hold such hearing.
- If, following the hearing, the board does not withdraw its notice of termination of designation, the teacher may within seven days after the hearing appeal to the Minister of Education.
- The Minister of Education shall, following such appeal, cause an investigation to be made and may confirm or disallow the termination.

Transfers

- A board may transfer a teacher from one school to another at any time during the school year.
- The board must give a teacher seven days' notice in writing of such transfer.

Cooperation Requested

Each year, hundreds of teachers in Alberta resign from their positions. In some divisions, districts and counties, the number resigning may be as high as 50 percent of the total teaching staff.

Most teachers know that, if they intend to leave teaching, they must resign on or before June 15. If they intend to seek another teaching position, they have until July 15 to resign. Teachers who enter a contract with another school board are, of course, required to give notice of termination of the existing contract within eight days after signing the new contract.

It is human nature to postpone. Many teachers who know they will be resigning from their present positions delay until the last minute handing in their resignations. This delay works a hardship on the board concerned and on other teachers. The earlier resignations are submitted, the more time there is for school boards to advertise and for other teachers to apply for the positions vacated.

Teachers are, therefore, urged to submit their resignations as soon as possible after making the decision to resign. The more difficulty school boards experience as a result of teachers waiting until the last minute to resign, the greater will be the pressure from trustees to have the date for teacher resignations made earlier. It is in the interests of teachers to act voluntarily in this matter. The welfare of your fellow-teachers makes this call on your professional spirit.

-
- The teacher may, within seven days after receiving such notice, appeal for a hearing before the board.
 - If the teacher requests a hearing, the transfer shall not take effect until the teacher has appeared before the board.
 - A board shall not transfer a principal, vice-principal, or assistant principal.



Moving Forward

THE PRESIDENT'S COLUMN

May I as the new author of this column begin by thanking you for the honor of serving our Association in the office of president. I trust that in the year ahead we shall move forward with a firm purpose and with measurable achievement along the road we have set for ourselves.

During my term as an executive member, the Association through its annual meetings has approved measures designed to improve the professional competence of Alberta teachers. This phase of Association activity makes clear our deep and continuing concern for the education of the youth of this province.

A complete survey of all of our efforts to this end is beyond the scope of this column but I would like to select a few as samples. The accreditation study which is now progressing comes first to mind. Through this study a set of conditions for our educational system may be found which will favor improvement, through controlled experiment of curriculum patterns, school organization, and teaching methods. Last year, at the Banff Conference, a second activity was undertaken when the first group of professional consultants was brought together. These consultants are now engaged in assisting teacher groups to organize inservice training programs and in developing action research programs.

Nine of our specialist councils held their inaugural meetings this spring and by the end of this summer, all of our eleven councils will be on an active footing and ready to begin a critical study of curriculum and methods within their own subject specialties.

Not the least of our many activities has been the increased interest in educational research. To encourage action research our Association has published two sets of monographs. One set enumerates a number of problems in education that require this type of study. The second provides directives for planning and executing action research projects.

When we consider these efforts together with the activities of other groups in the field of education I think we can agree with Dr. John Macdonald's comment in his article in the January issue that the day of scientific education is glimmering on the horizon.

Unfortunately, events have so shaped themselves that your councillors and executive members at the Annual General Meeting this year were given cause to wonder about the chances of further progress in education. The full implications of the new education finance plan are not as yet known, but it was evident when resolution C38/61 was adopted that the councillors thought the new plan

Franklin's Gull

I would suspect that many prairie farmers are acquainted with this graceful gull which follows the farm implements in the field in order to gather the worms and grubs turned up in cultivating the soil. While the Franklin gull shares the black head, grey mantle, white underparts and black wing-tips with several other small gulls, no other species exhibits the maroon beak and delicate rosy blush of the breast. His companionable nature and gentle manners have earned him the common name, "prairie dove".

A visit to a breeding colony of Franklin's is one of the most interesting experiences imaginable. You must first find a reedy lake in which the gulls are nesting, usually in the company of eared grebes, yellow-headed blackbirds, red-wings, coots, rails and ducks. Wading slowly through the colony, you notice that the nests are constructed of dead reeds and placed so closely together that great care must be exercised in order to avoid treading upon the eggs. You may find as many as 30 nests of the eared grebe and Franklin's gull in a circle ten feet in diameter. You will note too, that the normal set of eggs is three in number, varying from buff to olive in ground color, and overlaid with dark spots, blotches and scrawls.

As you proceed through the colony, great clouds of birds rise and circle overhead, their brilliant plumage flashing in the sun, making one of the most memor-

able sights in ornithology. The thunder of their wings as they take to the air is almost deafening, while the sound of thousands of shrill voices raised in protest will ring in your ears long after you have departed.

If you stand quietly for a few minutes, the gulls will begin settling all around you, often within a dozen feet. While the majority return to their nests to incubate, many will alight gently upon the water and swim gracefully about forming an exquisitely beautiful picture against the fresh green of young reeds mirrored in blue water. Should the season be sufficiently advanced, many of the chicks will have strayed from the nest in the excitement and the parents must search for them and attempt to bring them back. Even a light breeze makes this a trying task as the tiny balls of fluff are borne quickly away. Often they are halted by patches of reeds, but sometimes they drift helplessly and buoyantly far out into the lake.

The Franklin is one of our most useful birds, feeding for the most part upon insects. Earthworms, cutworms, grasshoppers, crickets, and the larvae of many other insects, both terrestrial and aquatic, bulk large in their diet. Whenever swarms of dragon-flies, damselflies or midges are emerging in the nesting vicinity of gulls, the birds are sure to be seen coursing the area and catching enormous numbers of them in flight.

—Cy Hampson

might curtail our efforts and those of others in improving the quality of educational service in Alberta. I'm sure we all believe that, if progress is to be maintained, larger and larger sums must be invested in education and that any finance formula which blocks experiments in curriculum and which regards education as an expenditure is surely not in the best interest of public education. I need not spell out further the other

anxieties expressed concerning this plan since they are given in the editorial column and in the executive secretary's report in the April issue.

It is my hope that the concern and the goodwill of all who realize the importance of education in these times of conflicting ideologies will ensure that our schools will not be strangled by a policy which makes education a cost rather than an investment.

OUR LIBRARY

Purchases of new books for the ATA Library will be made during June and July. We want to give maximum service to all our members by purchasing books which will be useful to them and therefore welcome suggestions from teachers for books to add to our library. The title, publisher, and, if possible, the publishing date and price should be supplied. Please forward all suggestions to E. J. Ingram, ATA Library, Barnett House, Edmonton.

Book Reviews

Basic Documents in Canadian History

Talman, James J.; D. Van Nostrand Co. (Canada) Ltd., Toronto 16, Ontario; pp. 190.

Many Canadians have undoubtedly searched at one time or another for some part of the work that appears in this book of carefully selected documents.

The author begins with a land that is unexplored, tells of the settlement promoted by both the French and English, develops the rivalry that occurred between these two nations with its end result of transfer of sovereignty from French to British, and then carefully shows how independence under British administration was developed. He goes on to show how Canada, employing peaceful means, gained colonial independence from Britain and thereby set an example for other nations of the Commonwealth. He illustrates also how Canada developed close ties with the United States and shows how, despite many misunderstandings, the two countries have lived peaceably together because of their willingness to negotiate with each other. The constitutional development of this land is brought up to date with examples showing why Canada

is today a respected nation of the world by presenting such documents as the North Atlantic Treaty Organization and various dealings with the United Nations. Nineteen of the 52 documents presented are from the twentieth century.

This collection of significant historical data is an excellent reference book for all teachers of history, for school libraries, and for those people who desire a general knowledge of Canadian background but cannot devote time to a prolonged study. Because of the careful selection of the items presented, the book appears as a mosaic of Canadian development resulting from the vision of great men. There is a personal touch in the book since here are copies of original documents that made our constitutional history, and many bear the signatures of the original signees. The book is chronologically arranged with a table of contents.

—A.B.M.H.

Webster Junior Science Library

Tannenbaum, Harold E. and Stillman, Nathan; Webster Publishing Co. (Available from Longmans, Green & Co., Toronto 16, Ontario); New Series, 12 titles, 60¢ each, set \$7.20.

This series of science books provides the middle elementary grades with an excellent introduction to the following topics—Television and How It Works, Electricity and How It is Made, Airplanes and How They Fly, Animals and Where They Live, Taking Pictures, Sounds and How They are Made, Fire and How It is Used, Lightning and Thunder, Seeds and How They Grow, Earth and Space, Very Tiny Living Things (Microbes), Rockets and How They Work. All pages contain attractively set-out type with good illustrations in either black and white or color. Each book ends with a clear summary of the information imparted and encourages a widening interest in the topic by listing more "Things to Think About" and "Things to Do".

—K.B.

Inaugural Conferences of

Seven specialist councils were officially launched at inaugural conferences held in Edmonton recently. The Council on School Administration held its inaugural meeting on March 25, and the conferences of the English, Home Economics, Industrial Arts, Business Education, Social Studies, and Science Councils were held on April 6 and 7.

The Guidance Council, formerly the Alberta Guidance Association, held its first conference under its new name in Red Deer on April 6 and 7.

Guidance Council

■ Early in 1961 the Alberta Guidance Association became the Guidance Council of The Alberta Teachers' Association. On April 6, guidance counsellors and special class teachers registered at the Lindsay Thurber Composite High School in Red Deer for a two-day meeting. It was the first occasion at which an outstanding out-of-province educationist has been the guest speaker. It was the first time attendance has moved above 100 — this year over 140 registered. It was the first time so many superintendents, departmental officials, and University of Alberta professors have attended.

Dr. Franklin Zeran, dean of Oregon State Teachers' College, set the theme of the conference in a keynote address, "Guidance and the Administration". A panel including Dr. Zeran, Dr. P. F.

Bargen, superintendent of West Jasper Place Public schools, J. W. James, assistant superintendent, Calgary Public schools, and W. H. Cooper, principal of Crescent Heights High School, Calgary, dealt with the question: "Can costs of providing counselling services be justified?" The panel agreed that there is a genuine need for counselling in all junior and senior high schools, that some staff member or members have to do this counselling, and that it is more economical and more effective to provide time and trained personnel to do the job than to let untrained staff members counsel and encroach on their teaching time.

The special education teachers' section was attended by approximately 30 teachers and administrators. Dr. J. A. Stewart of the Faculty of Education, Calgary dealt with problems of making differential diagnoses in assessing mentally handicapped children for special placement. Dr. C. Safran, supervisor of guidance and special education in Calgary, discussed general problems in the administration and operation of opportunity classes. Problems and solutions related to the education of sight-handicapped children were presented by Miss E. Leak of Calgary. Dr. R. E. Rees, assistant chief superintendent of schools, outlined the history of the development of special education in Alberta.

At the closing business session, R. E. Shaul, supervisor of junior high school education, Edmonton Public Schools, was elected president for the 1961-62 year, and Loring Pollock, guidance counsellor at the Lindsay Thurber High School, was chosen as president-elect. Mrs. A. Krahulec, Strathearn Junior High School, Edmonton, is secretary-treasurer.

of Specialist Councils

English Council

■ The inaugural meeting of the English Specialist Council was held in the Jubilee Auditorium on April 6 and 7. The keynote speaker was Dr. Harold Allen, president of the National Council of Teachers of English. Dr. Allen outlined the work of the NCTE in the United States and described the structure of his organization as it has evolved over the years. The structural details of the NCTE should be of great help to our fledgling organization.

The program prepared by the provisional executive was well received by the 130 English teachers of all grade levels who registered the first day. The attendance in the primary sections was disappointingly small, perhaps because many teachers were misled by the word

"specialist" in the title of the council. The general meeting which followed the conference voted to remove this word from the title, and the new executive will make every effort to get larger numbers of primary teachers out to the next session.

At the business meeting the members elected Dr. E. W. Buxton of the Faculty of Education, Edmonton as president. Phyllis Weston (Calgary) was named as first vice-president and Mrs. Marion Court (Picture Butte) was elected as second vice-president. Also on the new executive are: Frank Ackerman (Stettler), treasurer; Mrs. Jean Saville (Hardisty), past president; Marion Staples (Edmonton), program convener; Merron Chorny (Faculty of Education, University of Alberta at Calgary), publications editor; and J. D. McPetridge (Edmonton), secretary.

Dr. Harold Allen discusses the organization of the NCTE.



May, 1961

Assistant Professor E. J. Rose, English Department, University of Alberta, speaks on Contemporary American Literature.



Home Economics Council

■ The Home Economics Council held its inaugural conference in the Victoria Composite High School on April 6 immediately following the annual conference of the Alberta Home Economists. Approximately 50 home economics teachers were in attendance.

In addition to the business portion of the meeting, members present heard addresses by Dr. S. C. T. Clarke on the concept of specialist councils, and by Dr. E. Empey, director of the School of Home Economics, regarding future plans in home economics at the university.

Dr. Clarke stated that the basic objec-

tive of specialist councils is to improve practice in the specialty by increasing members' knowledge and understanding. Specialist councils, he predicted, would conduct annual conferences, summer seminars, publish bulletins or newsletters, and assist regional councils in programming inservice activities. Dr. Empey outlined plans for facilities and curriculum presently being considered by the University of Alberta.

Muriel Shortreed of Lethbridge was elected president of the council and Freda Quinton of Calgary was elected secretary.

Business Education Council

■ "Machines That Teach—New Advance in Education" was the basis of a speech given by Dr. Leonard West at the Business Education Council held on April 6 and 7. Dr. West, who is associate professor of business education at Southern Illinois University, appealed to his audience to give prominence to the fundamental principles of learning: motivation, learner activity, prominence of the important idea, sequential presentation at a rate that is right for each individual, and the learner's knowledge of his own success. He continued by explaining the appearance, advantages, and disadvantages of nine teaching machines, including the Polymath, the Auto-Tutor, and the Saki. He also pointed out how these machines can be used to give personalized, individual attention, and explained how subject matter can be geared to the level of the learning and maturity of each student.

Using as his text, *Saber-Tooth Curriculum*¹ William L. Darnell, editor-in-chief of the Gregg Publishing Company, warned teachers that they must keep

step with the changing times. Geraldine Farmer outlined the future plans in business education at the University of Alberta.

Toby Dublanko and Malcolm McDonald exchanged views with P. A. Clark, assistant personnel and safety manager of Northwestern Utilities, and Lloyd Atwell, office manager of Canada Packers, on how well education was meeting the

President Ross of the Business Education Council meets with his new executive — (left to right) back row: Ray Ohlsen, President Ross, John Tarangle; front row: M. Ukrainetz, Geraldine Farmer, and John Yusep.



¹Benjamin, Harold; *Saber-Tooth Curriculum*, McGraw-Hill, New York, 1939.

needs of business men. Both Mr. Atwell and Mr. Clark deplored the shortage of men of executive calibre. Mr. Clark asked that our students be able to spell and write, and that we try to teach them to be secure and less materially-minded individuals.

Members of a panel on the evaluation of the business education curriculum—Ethel Fildes, Mary Silcox, Charles DeTro, and George Tomlin—felt that what we do teach we must teach well and that more attention must be given to basic fundamentals.

The 1961 executive includes Ronald Ross, Calgary, president; Michael Ukrainetz, Westlock, vice-president; John Tarangle, Calgary, secretary-treasurer; Geraldine Farmer, assistant professor, Faculty of Education, University of Alberta, and R. C. Ohlsen, superintendent of schools, Ponoka, directors; and John Yusep, Edmonton, past president.

Science Council

■ The countdown of the first meeting of the Science Council held on April 6 and 7 at the Ross Sheppard High School, Edmonton, was under the guidance of John A. McDonald, president of The Alberta Teachers' Association. He presented a provisional constitution which, after some modifications suggested by the 70 science teachers in attendance, was ratified.

During the first afternoon, Dr. Paul deHart Hurd, professor of science education, Stanford University, discussed some recent trends and developments in science education. This leading American educator elaborated upon the idea that most of the new courses are centred around a major generalization. One new high school chemistry course is built around the bond theory. A modern biology course uses an ecological approach as its core. There is a strong trend, he said, toward the teaching of science at a conceptual level and away from the teaching of science as tech-



Science Council executive prepares for its first year's program — (left to right) back row: Julian Wynnyk, Edmonton, director, President Kenneth Gee, and Howard Marcellus, Edmonton, director; front row: Lawrence Harker, Edmonton, treasurer, Dr. Hurd, Ethel Weeks, Edmonton, director, and Mrs. Karin Marshall, Hinton, secretary.

nology. In the latter type of teaching, science never leaves the realm of application. Of course this recent development has strong professional overtones. New courses, Dr. Hurd said, must be taught by new methods. Biology, a study of living things, can no longer be taught through a panorama of dried leaves, pickled frogs, and stuffed mammals. All this implies new learning aids and a more realistic approach to the laboratory where future emphasis will be on methods of science as opposed to verification of facts. The old methods just won't work in such courses.

Kenneth Gee, Calgary, was elected president of the council and Mrs. Karin Marshall of Hinton was elected secretary. The editor of the *SCAT Newsletter*, (Science Council, Alberta Teachers) is Stanley Norris, assistant professor, Faculty of Education, University of Alberta, Calgary.

Social Studies Council

■ Approximately 80 teachers from all parts of the province attended the inaugural conference of the Social Studies Council in the Crestwood school in Edmonton on April 6 and 7.



Past President Elizabeth W. Duff congratulates President-elect Edgar T. Wiggins.

During the business portion of the meeting a constitution was adopted, a membership fee of \$5 was set, and plans were made for future activities on both a provincial and regional basis.

M. R. Lupul, assistant professor of education, University of Alberta, in an address to the group, spoke on "Controversial Issues in Social Education". A demonstration lesson by Agnes Buckles with a junior high school class showed the effectiveness of group dynamics in teaching. A discussion and evaluation of these techniques was carried on after the lesson.

Evelyn R. Moore, assistant professor of education, University of Alberta, who has taught and studied in both Australia and England, gave a most interesting talk on "Comparative Social Education". Methods and techniques and philosophies and subject matter from these two countries were compared with those of Alberta.

A slate of officers for 1961 was elected. Edgar T. Wiggins of Didsbury is the president and Dorothy McNary of Bowness is the secretary.

Industrial Arts Council

■ Seventy-five industrial arts teachers from the four corners of the province attended the inaugural conference of the Industrial Arts Council in the Bonnie Doon Composite High School in Edmonton on April 6 and 7.

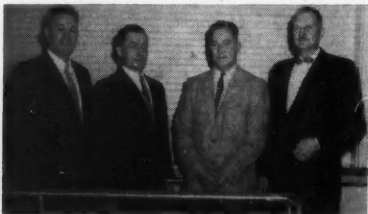
Guest speaker Professor J. C. Spry of the Ontario College of education, spoke on two topics—"Professionalism in Industrial Arts" and "Safety Education in School Shops". Other speakers were R. Cunningham, supervisor of industrial arts, who discussed the curriculum guides; R. E. Byron, director of vocational education, who outlined the proposed vocational program for secondary

schools; and Dr. T. G. Finn of the University of Alberta in Calgary, who outlined the changes proposed in the industrial arts teacher-training program.

On Thursday evening, a commercial display and demonstration was presented by the Fairbanks Morse Company. A large number of projects and teaching aids from all parts of the province were on display for the benefit of those attending the conference.

R. Stonehocker of Lethbridge was elected president of the council, and T. T. Humphrey of Calgary was elected secretary-treasurer.

The new executive of the Industrial Arts Council poses with guest speaker Professor J. C. Spry — (left to right) R. Stonehocker (president), A. W. Toronchuk (vice-president), T. T. Humphrey (secretary-treasurer), and Professor Spry.



Council on School Administration

■ The inaugural conference of the Council on School Administration held in the Bonnie Doon Composite High School, Edmonton, on March 25, took the form of a business meeting and a discussion of future activities. E. J. Ingram, who addressed the conference on the concept of specialist councils, stated—

The initiation and organization of specialist councils is probably the most significant activity undertaken by The Alberta Teachers' Association in many years and will no doubt be the major professional activity of the Association in the years to come. It is hoped that members of specialist councils will serve as examples and be master teachers in their specialty. It is hoped that such members will be the core of individuals who will assist in curriculum construction and who will provide authoritative opinion on matters related to their specialty.

Dr. J. H. M. Andrews addressed the conference on possible future activities. He suggested that the council consider the publication of a periodic bulletin or newsletter to keep the members up to date on the latest practices and research

in educational administration. A voluntary summer workshop which could serve as a source of inspiration and information was another possibility mentioned by Dr. Andrews. He also suggested that a research committee, which could serve as a clearing house for local research projects and which could undertake needed research at the provincial level, was worthy of consideration. At the regional level, Dr. Andrews suggested that the council could consider the holding of administrators' institutes, the conducting of action research projects, and the sponsorship of sectional programs at fall conventions.

H. A. Wallin, principal of the University Demonstration School in Edmonton, was elected president of the council, and F. J. Senger, principal of the Calmar Elementary School, was elected as secretary-treasurer.

Notice regarding Refund of Contributions

Forms for use in applying for refunds of contributions may be obtained from the office of the Board of Administrators, Teachers' Retirement Fund, 9929-103 Street, Edmonton. The refund is all contributions and interest to the credit of the teacher's account less \$10 for each year of service.

The Pension By-law

18. (d) When an application for refund is made upon retirement from service occurring after May 31 and before September 1 in any year, the repayment shall not become due before the end of that year; and in the case of every other application, repayment shall not become due until four months after the date of application.

**Board of Administrators
Teachers' Retirement Fund**

The story of the

Annual General Meeting, 1961

In making his annual report as president at the opening sessions of the forty-fourth Annual General Meeting in the Macdonald Hotel in Edmonton, A. D. G. Yates predicted that this meeting would be "an important legislative session for this, our professional organization". The next three days were to bear this out as 278 councillors representing 12,500 Alberta teachers settled down to a clause-by-clause study of about 40 resolutions which will shape the policy of our Association in the coming year.

Delegates were welcomed to Edmonton by Mayor Elmer Roper, who underlined the importance of the teacher in the education structure. Dr. W. H. Swift brought greetings from the Department of Education, while Mr. E. Parr spoke for the Alberta School Trustees' Association. Mrs. R. V. McCullough, presi-

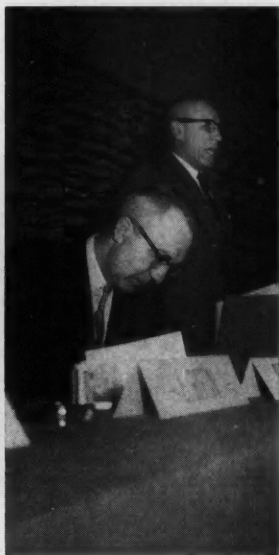
The delegates register on Monday morning

The councillors are Miss J. McLaggan of Edmonton Public, Fabian Milaney of Calgary Suburban, and A. Deleff of Neutral Hills.



Mayor Elmer E. Roper brings
Edmonton's greeting

and the forty-fourth Annual General
Meeting comes to order.

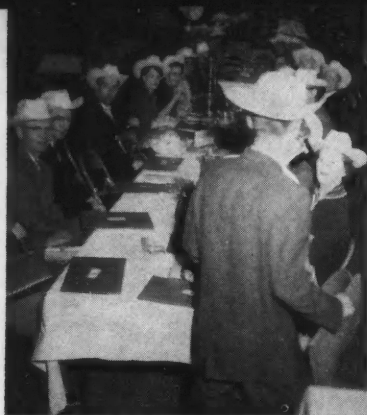


dent of The Alberta Federation of Home and School Associations, Incorporated, made a plea for more support from teachers for the home and school organizations in their areas. "I believe that an informed, enlightened public is the best public relations personnel that education can have," she stated. "I suggest that teachers' support of our organization can be a vital influence for good, not only for parents, but for teachers too." Dean H. T. Coutts of the Faculty of Education brought greetings from the University of Alberta. "More important than courses of study, well-appointed school buildings, or theories of administration — important as these are — is the day-to-day contribution of teachers who know what they are doing, and why, and who accept full responsibility as truly professional people," Dr. Coutts told the assembly.

Also bringing fraternal greetings were

J. Hampson, president of the Alberta Federation of Labour; Dr. J. C. Jonason, for the Alberta School Inspectors' Association; Mrs. Inez K. Castleton, for the Canadian Teachers' Federation; and A. R. McBain, for the Edmonton Chamber of Commerce.

Councillors bit into a series of resolutions of immediate and critical importance to our policy platform. Among these were four which made reference to the new government plan for financing education. The meeting carried motions opposing the trends towards centralization in the plan, the restriction of funds for education as evident in the plan, and the use of the terms "approved" and "unapproved" costs with reference to the right of the school board to requisition over the 32-mill rate. Policy resolution 8.02 was reaffirmed, restating our opposition to the loss of fiscal control by school boards. These four resolutions

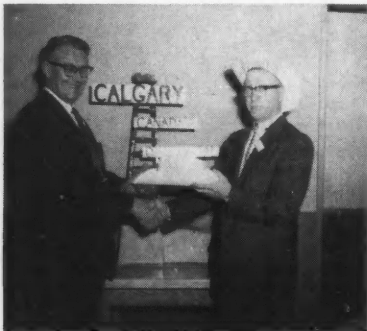


A certain southern city whoops it up on the floor—



— and President Yates receives a white Stetson from Calgary's Frank Hoskyns —

— while a certain Calgary boy gets capped by Clarence Gourlay of Calgary Separate.



served as the basis for a presentation made to the legislative committee of the whole set up by the Alberta government to inquire into the nature of opposition to the new school finance plan.

Councillors also approved the setting up of a Professional Relations Commission to inquire into disputes arising between members in the practice of their profession, and gave the green light to the Executive Council to participate in a student-teacher orientation and internship program with the 1962 and 1963 freshman classes of the Faculty of Education. Delegates, after lengthy debate, rejected a resolution which would have set up a benevolent fund for permanently disabled teachers who have had their service terminated several years before normal retirement age. A resolution urging the government to hold Farmers' Day during the summer vacation months was expanded to instruct the Executive Council to carry out a study of the whole question of teacher load.

A resolution to implement an electoral ballot regarding the question of a higher rate of remission of fees to rural, as compared to urban, locals was referred to the Executive Council without the sense of the meeting being taken on the substantive motion. A resolution which would request that the resignation date for teachers be moved back to June 15 was tabled in light of the fact that a study of resignation dates is now under way. Councillors approved an executive resolution which would authorize the Executive Council to request cancellation of interim teaching certificates which have not been made permanent over a period of six years because of a question of professional competence.

A particularly complex and lengthy debate arose over the question of a resolution which would recognize noon-hour supervision by teachers as a professional responsibility voluntarily undertaken by ATA members. Councillors finally passed an amended resolution in which the professional responsibility of teachers is recognized in this matter, but leaving



Past President Staples turns the AGM gavel over to President Yates to begin the business of the meeting.



Walden Smith and Past Presidents Frank J. Edwards and Inez K. Castleton enjoy a recess from the debate.

the final arrangements for such supervision as the subject of negotiation between the teachers and their boards.

A highlight of the Annual General Meeting was the entrance of the Calgary delegation wearing the traditional white Stetsons of their city and the presentation of hats to Art Yates for his excellent work as president, and to Fred Seymour, "the Calgary boy who made good". The Calgary delegation also carried a miniature oil derrick on which was affixed the bold claim that their city was the oil capital of Canada. The delegation from one of our larger northern cities seemed visibly moved by this demonstration!

The annual banquet featured the presentation of honorary life memberships to Dr. Donald Dickie of Vancouver and to Charles Peasley of Medicine Hat. Dr. Dickie has achieved national fame for her writing in the elementary social studies field. Mr. Peasley served as president of the Alberta Teachers' Alliance when it was struggling for recognition in 1922-23 and has maintained his interest in, and support of his professional association.

Dr. T. C. Byrne, chief superintendent of schools, addressed the banquet guests on the subject "Fashions in Education". He traced the various schools of thought that have been prominent in education and gave credit to modern education philosophies which have produced such a wide range of education activity and method.

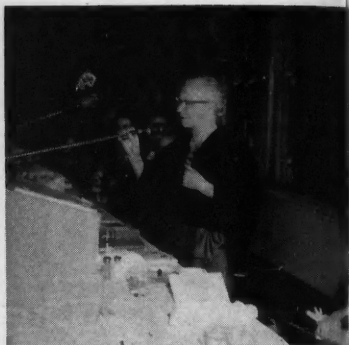
At a closed session on the evening of Monday, April 3, delegates approved an annual budget slightly in excess of one-half million dollars. Some \$58,000 of this will be spent on professional development activities of the Association in this fiscal year.

Debentures will be sold to ATA members to help finance the new Barnett House. Details of this debenture plan are being made known to the membership through this issue of The ATA Magazine.

Architect's sketches of the new building were on display, and councillors were able to view the product of a year's work in planning the new structure. The contract was let during a special Executive Council meeting held during the An-



At the banquet, C. E. Peasley and Dr. Donald Dickie receive our highest award from President Yates.



nual General Meeting. The target date for completion of our new headquarters is January 1, 1962.

Many delegates remained in Edmonton to attend the inaugural conferences of six specialist councils held in the city. A report of these is found elsewhere in this issue of the magazine.



Dr. G. L. Mowat, Mrs. Mowat and Past President Dr. M. E. Lazerte.

Kim Ross, Jean Saville, H. E. Bendickson, and Mrs. John Bendickson.



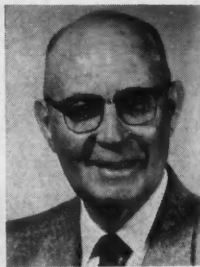
Banquet guests hear Dr. T. C. Byrne speak on "Fashions in Education".



Honorary Memberships



DONALDA DICKIE



C. E. PEASLEY

Dr. Donaldda James Dickie was born in Hespeler, Ontario and received her elementary education in that town and her high school education at Galt Collegiate. She attended Queen's University and later Columbia and Oxford, and holds M.A., Ph.D., and LL.D. degrees.

On coming west, Dr. Dickie began her career in 1910 as lecturer at the Calgary Normal School. She later moved to the Edmonton Normal and, when the Faculty of Education was organized at the University of Alberta, she accepted a position on the staff. Her activities in these positions made her well-known to the many teachers trained in these institutions during her extensive career. She will be remembered particularly for her courses in English. Dr. Dickie is the author of several textbooks which have been used in Alberta schools, and she took a foremost part in the development of the enterprise program in Alberta.

Dr. Dickie is an active member of the Women's University Club, Queen's University Club, the Canadian Authors Association, the Women's Press Club, and the United Church of Canada.

Following her retirement, she took up residence in Vancouver where she continues to take a keen interest in education matters. She has kept busy as a world traveller seeking information for her books. At present, she is engaged in writing a history of the British Commonwealth which she hopes to complete within a year or two and which she intends to dedicate to Alberta teachers.

Charles Edgar Peasley was born near Watford, Ontario, where he attended both public and high school. He taught a few years in Thedford, Ontario. Coming west, he attended Calgary Normal School and taught at Lundbreck, Killam, and Strome. In 1911, he was appointed as principal in Medicine Hat and in 1944 became senior principal of Medicine Hat Public Schools.

Mr. Peasley was one of the "old guard" responsible for the organization of the Alberta Teachers' Alliance. He served on the provincial executive as district representative for one year, as vice-president for two years, and as the fourth president of the Association, 1922-23. He also served at local level as president of the Medicine Hat Local and of the South-eastern Alberta Educational Association.

His popularity and success are the result of his untiring efforts on behalf of Alberta teachers. A man of exceptional executive ability, of tact and good judgment, he has what he admires in others, versatility. His hobby has been, and still is, to promote clean and manly habits. The athletic trophies won by his school form an imposing array.

The love of his pupils, the loyalty of his staff and the respect of the community bear evidence of his high standing in the city. He is a member of the Kiwanis Club and has a family of four daughters. Since his retirement in 1955 he has been working as a representative of LaSalle University and at present is teaching part-time in Medicine Hat High School.

***The Alberta Teachers' Association
Executive Council 1961-62***

Executive Officers

J. A. McDONALD
President



A. D. G. YATES
Past President



H. C. McCALL
Vice-President



S. C. T. CLARKE
Executive Secretary



***District
Representatives***



T. F. RIEGER
Southwestern Alberta



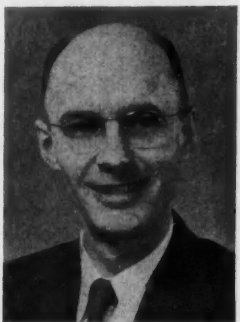
LUCY I. M. MILNE
Southeastern Alberta



EDISON F. BARDOCK
Calgary District



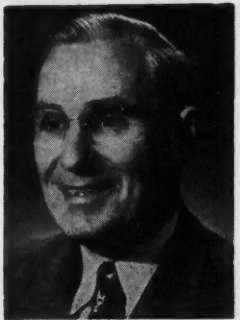
ELIZABETH W. DUFF
Calgary City



M. W. McDONNELL
Central Eastern Alberta



L. JEAN SCOTT
Edmonton City

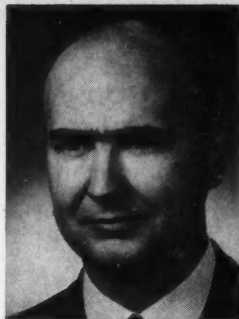


D. A. PRESCOTT
Central Western Alberta

(Reading left to right)

***District
Representatives***

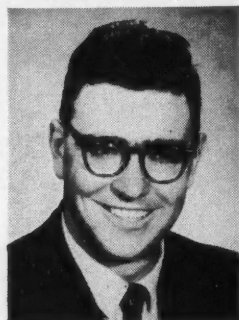
WILLIAM MOYSA
Edmonton District



FRANK SHYMKO
Northeastern Alberta

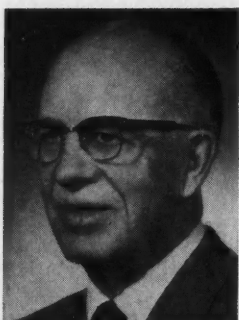


E. J. L. GUERTIN
Northwestern Alberta



Staff Officers

F. J. C. SEYMOUR
Assistant Executive Secretary



W. ROY EYRES
Executive Assistant

J. D. McFETRIDGE
Executive Assistant



E. J. INGRAM
Executive Assistant

(Reading left to right)

New Staff Officer Appointed

The Alberta Teachers' Association is pleased to announce the appointment of Melvin Thomas Sillito of Fort Macleod as executive assistant. Mr. Sillito will be assisting in the professional development program of the Association and will commence his duties about July 17.

Mr. Sillito, who is 44 years of age, was born in Fort Macleod and obtained his education in Orton and at Calgary Normal School. He taught for several years in rural schools before joining the Royal Canadian Air Force in 1943 in the communications branch. He returned to his studies following his discharge, entering the 1946 veterans' class at the University of Alberta, and graduated with his bachelor of education degree in 1947. Upon graduation, he served for two years at Consort as principal, and since 1950, has been on the staff of Lethbridge Public Schools, for six years at Hamilton Junior High School, for one year at the Lethbridge Collegiate Institute, and with the Lethbridge Junior College since its inception in 1957. Mr. Sillito obtained his master's degree in 1951 from the University of Alberta and has also taken three summer quarters in mathematics at the University of Washington.



M. T. SILLITO

Mr. Sillito has been an active worker in the Association and has served at the local level as vice-president, president, and member of economic and publicity committees.

He is a member of the Latter Day Saints Church, is a keen curler, and enjoys electronics as a hobby. Mr. and Mrs. Sillito have a family of 13, five girls and eight boys. One is a graduate nurse, two are in university, and two attended the Lethbridge Junior College this year.

Notice regarding Employment by the University of Alberta

According to recent amendments to *The Teachers' Retirement Fund Act*, a teacher who is a contributor to this Fund and who becomes employed as a teacher by the Board of Governors of the University of Alberta, may, within one year of his employment by the Board of Governors, elect to continue his contributions to the Teachers' Retirement Fund.

Application to continue to contribute to the Teachers' Retirement Fund should be made to the Board of Administrators, Teachers' Retirement Fund, 9929-103 Street, Edmonton.

**Board of Administrators
Teachers' Retirement Fund**

LOCATED—West side of 142 Street, just south of 111 Avenue, near Coronation Park.

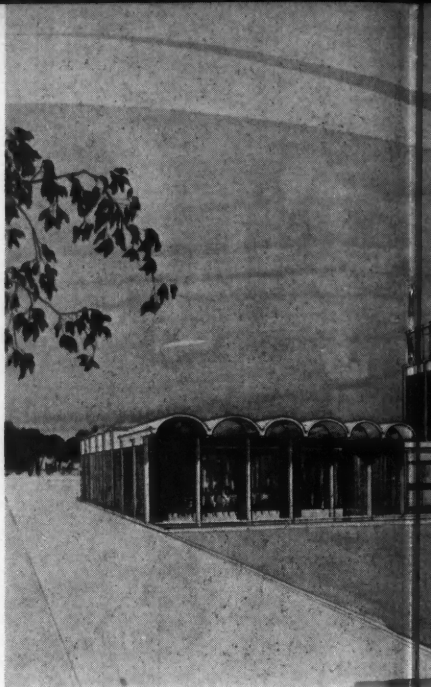
SIZE—Approximately 21,500 square feet, including auditorium seating 250 persons, Executive Council chamber, foyer, and three-floor office block.

COST—Bid at approximately \$395,000. This will vary slightly upwards or downwards as construction develops.

CONSTRUCTION TIME—Work began May 1, 1961. Contractor estimates January 1, 1962 as completion date.

PARKING—Site encompasses 1.2 acres. Ample parking provided at rear of building.

STRUCTURE—Reinforced concrete and glass.



Notice Re Debenture Issue

The 1961 Annual General Meeting authorized the sale of debentures for the purpose of raising money to finance the construction of our new building. Sixty percent of the money required will be borrowed on a first mortgage from the Teachers' Retirement Fund. The remaining \$160,000 is to be raised, as authorized, by the sale of debentures to members of the Association only.

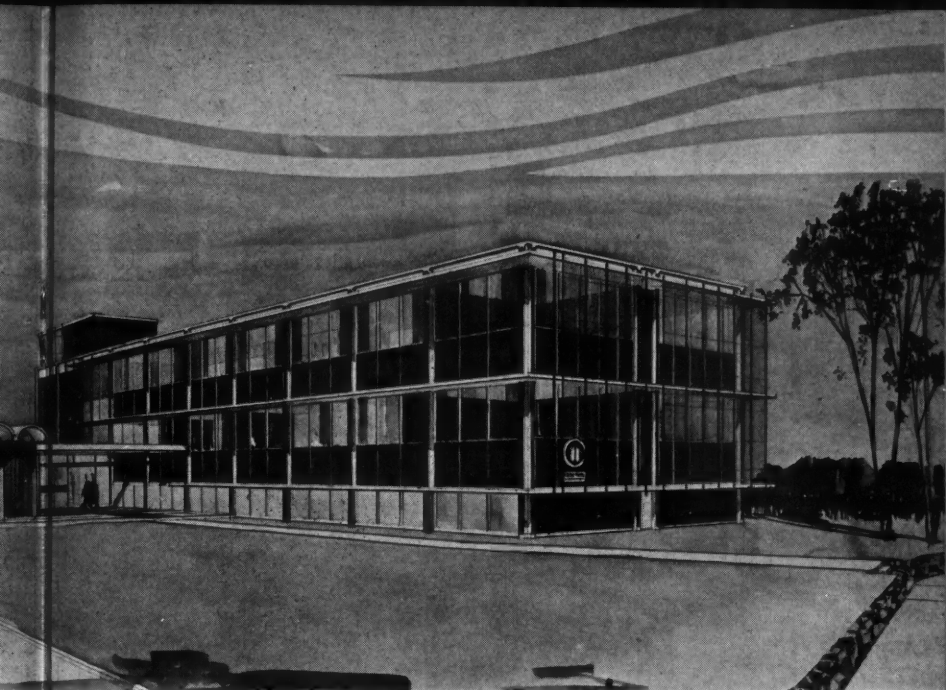
In order to repay the debentures and the mortgage, a sinking fund will be established by making annual appropriations from current revenue. The amount realized from the sale of our present building, or the rental profits if the building cannot be sold, will be placed in this sinking fund thus reducing the annual appropriations. Out of this fund the annual interest on borrowings and the amount required to retire the debentures and the mortgage will be paid.

Particulars of Sale

- Debentures will be issued in the amount of \$100 or multiples thereof.
- Interest on debentures will be at the rate of six percent per annum paid annually.
- Any one purchaser will be limited to an investment of \$5,000.
- Debentures will be fully registered and will be issued on a ten-year basis only.
- Remittance of the amount invested must be made by November 1, 1961.
- Purchase is limited to members of The Alberta Teachers' Association.

Use this form for convenience →

Applications must be filed by September 15, 1961.



Architect's Sketch—New Barnett House

Application for Purchase of Debentures

To: Treasurer
The Alberta Teachers' Association
Barnett House, 9929 - 103 Street, Edmonton

I apply to purchase \$_____ in debentures for the construction of the new Barnett House. It is understood that I will remit the above money by November 1, 1961, from which date interest will be payable; otherwise, this application lapses.

Name (Miss) _____
(Mr.) _____
(Mrs.) (Surname) (Christian Names)

Address _____
(Street)

(Town or City)

Mail before September 15, 1961

Resolutions Adopted by

C 1/61 Whereas; policy resolution 17.02 encourages members to improve their qualifications through university education; and

Whereas; certain graduate courses are severely limited in registration (for example, Education 510, Education 574), and

Whereas; in the 1960-61 Evening Credit Division program only one graduate course was offered,

BE IT RESOLVED, that representation be made to the Evening Credit Division to increase its offering of evening credit graduate courses, particularly in those courses in which the enrolment is limited.

C 2/61 Whereas; in August, 1960, the students of the high schools in some of the smaller centres received the Grade XII results as much as one week after the results were out in Edmonton, **BE IT RESOLVED**, that we petition the Department of Education to see that all Grade XII results are released earlier, in order that students may take advantage of refresher courses in preparation for supplementals.

C10/61 **BE IT RESOLVED**, that the Executive Council study the whole question of teaching load, taking into account statutory holidays, staff meetings, institutes, conventions, extracurricular duties, length of school year and school

day, and other factors which may affect teaching load.

C14/61 **BE IT RESOLVED**, that The Alberta Teachers' Association is opposed to the expenditure of public funds for either direct or indirect support of private schools duplicating educational services offered by public or separate school districts.

C15/61 Whereas; policy resolution 2.12 resolves that The Alberta Teachers' Association have jurisdiction over the competence, ethics, and certification of its membership, and

Whereas; a method of handling disputes arising from professional relationships between members or other professional relationships is required in order to implement this policy,

BE IT RESOLVED, that a Professional Relations Commission be established by The Alberta Teachers' Association to deal with disputes affecting members in the practice of their profession.

C16/61 **BE IT RESOLVED**, that supplementary pension allowances now being granted under short-term policy resolution S33 (1960) be extended to include those teachers who retired between April 1, 1948 and July 1, 1959 whose normal pensions are less than \$100 per month and whose pensionable service totals at least 20 years without implementation of by-laws regarding gaps in service, and further

BE IT RESOLVED, that

(a) the allowance be calculated at the rate of \$1.25 per month per year of pension-

Councillors considered 39 resolutions, of which 28 were adopted and one was referred, as printed here. Five resolutions were tabled, four were lost, and one was declared out of order.

y Annual General Meeting, 1961

able service to a maximum of \$30, and

- (b) the total of normal pension and the allowance be limited to \$100 per month, and further

BE IT RESOLVED, that

- (a) the first payment commence May 31, 1961, and
- (b) the payments be made in a similar manner to, and from money raised under short-term policy resolution S33.

C17/61 **BE IT RESOLVED**, that a member of The Alberta Teachers' Association who, after three years' employment as a teacher, has been unable to secure a permanent certificate because of a question of professional competence, be encouraged to seek professional advice from the Association, and further

BE IT RESOLVED, that, in the event of failure to secure the permanent certificate because of a question of professional competence, within a further three-year period, the Association request the Minister of Education to cancel any existing interim certificate.

C18/61 **BE IT RESOLVED**, that a study be made of integrating Hutterite children in Alberta schools.

C19/61 **BE IT RESOLVED**, that we endorse in principle recommendations 261 to 267 of the Royal Commission on Education in Alberta and approve the following resolution as Association policy—
"BE IT RESOLVED, that the Government of the Province of Alberta pursue agreement with the Government of Canada to the end that more provincial respon-

sibility may be assumed for the education of Indian children, and further

BE IT RESOLVED, that a study be made of integrating Indian children in Alberta schools."

C20/61 **BE IT RESOLVED**, that the minimum instructional time in senior high schools as provided in Department of Education regulations be not more than 300 minutes per day.

C21/61 **BE IT RESOLVED**, that policy resolution 2.04 be deleted from Association policy.

C22/61 **BE IT RESOLVED**, that policy resolution 4.01 be amended by:

- (a) replacing sections 5 and 6 with the following section:
"5. Teachers should be informed of curriculum development and flexibility by the publication in *The ATA Magazine* of articles, book reviews, and the 'Official Bulletin' of the Department of Education" and
- (b) renumbering section 7 as section 6 and replacing the words "The Alberta Teachers' Association locals" with the words "local associations".

C23/61 **BE IT RESOLVED**, that policy resolution 4.06 be amended by deleting the words "that it be desirable".

C24/61 **BE IT RESOLVED**, that the following resolution replace policy resolution 5.01—

"BE IT RESOLVED, that every local association set up a public relations committee to:

- (a) send news of local interest to the press,
- (b) send news of provincial in-

Resolutions Adopted

- terest to *The ATA Magazine*, and
- (c) assist in campaigns which further the welfare of our schools."
- C25/61 **BE IT RESOLVED**, that policy resolution 13.15 be amended by deleting the words "it is desirable that".
- C26/61 **BE IT RESOLVED**, that policy resolution 13.20(3) be amended to read: "More teacher participation in curriculum development."
- C27/61 **BE IT RESOLVED**, that policy resolution 14.01 be deleted from Association policy.
- C28/61 **BE IT RESOLVED**, that policy resolution 16.01 be amended by adding the following words at the end of the present resolution: "provided that scholarships not awarded in one category may be awarded in another".
- C29/61 **BE IT RESOLVED**, that policy resolution 17.07 be replaced by the following—
"BE IT RESOLVED, that membership on the Board of Teacher Education and Certification be limited to representatives of The Alberta Teachers' Association, the Faculties of Education and Arts and Science of the University of Alberta, and the Department of Education."
- C30/61 **BE IT RESOLVED**, that policy resolution 18.01 be replaced by the following—
 "Whereas; the procedure used in transferring teachers is sometimes unsatisfactory,
BE IT RESOLVED, that where mutually satisfactory settlement is not made The Alberta Teachers' Association take whatever action it deems necessary."
- C31/61 **BE IT RESOLVED**, that the Executive Council be instructed to request the Faculty of Education, Edmonton, the Alberta School Trustees' Association, and the

Department of Education to assist in the setting up of an experiment in student-teacher orientation and internship utilizing the 1962 and the 1963 freshman classes of the Faculty of Education, Edmonton.

C32/61 Whereas; the proper supervision of pupil activities which takes place outside the regular classroom hours of the school day is essential to the maintenance of school discipline, school spirit, and pupil safety,

BE IT RESOLVED, that supervision of pupil deportment on school premises during noon intermission be accepted as a professional responsibility undertaken by members of The Alberta Teachers' Association in line with policy resolution 15.01, subsection 22.

C33/61 **BE IT RESOLVED**, that The Alberta Teachers' Association General By-laws, as printed on pages 34 to 47 inclusive in the 1960 edition of *The ATA Handbook* (as amended by this 1961 Annual General Meeting) be, and they are hereby approved and ratified for purposes of registration under *The Regulations Act* of the Province of Alberta.

C34/61 Whereas; the 1960 Annual General Meeting authorized the construction of a new Association building, and

Whereas; land has been purchased and tenders have been called for this purpose, and

Whereas; the Executive Council has arranged to finance 60 percent of the cost of construction through moneys obtained from the Board of Administrators, Teachers' Retirement Fund, on the security of a 20-year mortgage,

BE IT RESOLVED, that this meeting authorize the financing of the remaining 40 percent of

the cost of such construction by issuing six percent ten-year debentures to be sold to members of the Association only, and further

BE IT RESOLVED, that a sinking fund for the retirement of these debentures be established.

C35/61 BE IT RESOLVED, that The Alberta Teachers' Association oppose the trends toward centralization of control of the school systems of Alberta inherent in the provincial government's proposed school finance plan as indicated by:

- (a) the setting of a mandatory mill rate rather than a qualifying mill rate for educational tax purposes by the provincial government,
- (b) the remittance of school requisitions to the provincial government by municipal taxing authorities,
- (c) the proposal to make any requisition of a local school board subject to appeal to the proposed Local Authorities Board, and
- (d) the lack of a definite assigned term of office for members of that board.

C36/61 BE IT RESOLVED, that The Alberta Teachers' Association reaffirm policy resolution 8.02.

C37/61 BE IT RESOLVED, that The Alberta Teachers' Association take strong exception to the terms "approved costs" and "unapproved costs" used by the Minister of Education in reference to educational finance.

C38/61 BE IT RESOLVED, that The Alberta Teachers' Association is opposed to any method of financing education which would limit improvement in the quality of educational services in Alberta through restriction of funds.

Resolution Referred to Executive Council by the Annual General Meeting, 1961

C39/61 BE IT RESOLVED, that the 1961 Annual General Meeting instruct the Executive Council to institute an electoral ballot providing for a differential payment of fees, remitted by head office, to adjust the economic situation persisting in rural locals.

Disposition of 1960 Curriculum Resolutions

In accordance with policy, the following curriculum resolutions were referred by the 1960 Annual General Meeting to The Alberta Teachers' Association Curriculum Committee. The committee reported on its study to the 1961 Annual General Meeting, and the following disposition was made of the resolutions.

Whereas; there would be a great deal of value in other areas making use of this research,

BE IT RESOLVED, that a central library for curriculum research be established to provide information on areas of educational research that have been covered by various teaching groups in the province, and further

BE IT RESOLVED, that head office of The Alberta Teachers' Association be responsible for making copies of the research available to other interested groups.

C90/60 approved.

C90/60 Whereas: a great deal of educational research has been done in the province by school divisions and teachers, and
Whereas; much of this research is unavailable to the teaching body as a whole, and

C91/60 Whereas: the teaching of French is of primary importance, and
Whereas those teaching French consider the present textbook to be extremely inadequate,

BE IT RESOLVED, that The Al-

Berta Teachers' Association make some representation to the Curriculum Branch regarding the investigation of a more suitable text.

C91/60 tabled.

C92/60 Whereas; senior matriculation students at the present time do not receive a diploma to show that they are matriculants,
BE IT RESOLVED, that the Department of Education present these students with a suitable document to show that matriculation has been achieved.

C92/60 forwarded to the Department of Education for study and action.

C93/60 Whereas; Grades I and II are included in the science program outlined in Bulletin 2b (curriculum guide for science in the elementary grades) of the Department of Education, and
Whereas; the science books for Grades I and II named in the School Book Branch list of authorized textbooks and references are considered approved references rather than authorized textbooks, and
Whereas; the discount in price for approved references is 15 percent rather than 40 percent as it is for authorized textbooks, and
Whereas; the difference in the two discounts discourages the use of the Grade I and II science books in sufficient quantity for pupil use in classrooms,
BE IT RESOLVED, that The Alberta Teachers' Association strongly recommend to the Department of Education that the Grade I and II science books be considered authorized textbooks, subject to the usual 40 percent discount in price given on authorized textbooks by the School Book Branch.

C93/60 referred to the Department of Education without recommendation.

C94/60 Whereas; a knowledge of at least the rudiments of sentence construction seems basic to high school English, and
Whereas; some students now enter Grade X Language without being able to tell whether there is a subject or a predicate in sentences which they attempt to write,
BE IT RESOLVED, that as part of Grade IX examination standards, students must prove their ability at least to recognize subject and predicate in simple sentences containing prepositional and verbal phrases.

C94/60 tabled until next year.

C95/60 Whereas; instruction in the use of libraries is now given only in Language 20, Grade XI, so that most students have little time to gain mastery of this skill, and
Whereas; some class assignments in both junior and senior high school require students to use the facilities of an organized library, and to learn to evaluate content material, and

Whereas; not all school students continue until Grade XI, and thus lack formal library instruction which would give them some encouragement to use public library facilities after leaving school, and
Whereas; there is evidence that pupils in the age range 12 to 14 are at their peak in reading interest and number of books read,
BE IT RESOLVED, that instruction in the use of libraries be included in the Grade VII Language course.

C95/60 tabled.

C96/60 Whereas; the study of Latin is valuable per se as a mental discipline, but is even more valuable to assist students to secure a mastery of English grammar, vocabulary, and paragraph and sentence structure, and further to present to students an understanding of a civilization on which modern western civilization is based, and
Whereas; after a thorough trial of the present two-year course in Latin in the high schools it is unanimously agreed by both the teachers of Latin in the Edmonton high schools and by the Department of Classics at the University of Alberta, that the two-year course is not sufficient to give a reasonable preparation for students desiring to go forward in Latin, or, indeed, to give students the full value they should receive from the study of Latin, and
Whereas; the previous three-year course was of more value, and kept the standard of high school leaving in Alberta equivalent to that in other provinces, and
Whereas; the restoration of a three-year Latin course in the high schools would enable students to:
(a) assimilate properly the fundamentals,
(b) read easier classical writers with understanding and enjoyment, and
(c) gain an adequate knowledge of the appropriate historical and cultural background,
BE IT RESOLVED, that The Alberta Teachers' Association Curriculum Committee take the proper steps to re-establish a three-year Latin course in the high schools.

C96/60 tabled.

C97/60 Whereas; there is no doubt that the requirements of the French 30 course are much less demanding than those of the Latin 30 course, and therefore students tend to choose French 30 in preference to Latin 30 in their final year, thus losing the beneficial training of a second year in Latin, and
Whereas; experience has shown that the course is too heavy for the amount of time available, and
Whereas; many sections of A Second Latin Reader contain grammatical structures not covered in the required chapters of the text *Latin for Secondary Schools*, and
Whereas; Vincent's A Second Latin Reader is an unsuitable text because it contains selections from Caesar and Cicero as well as Livy

whereas *Latin for Secondary Schools* uses the vocabulary of Livy only, and there is often lack of sequence in the stories with a consequent lessening of interest, and

Whereas; it is impossible to spend a reasonable amount of time on the historical and cultural background, and

Whereas; a consequence of the above reasons is a certain amount of understandable frustration on the part of students and teachers. **BE IT RESOLVED**, that until such time as a three-year Latin course is introduced, the following changes be initiated in the Latin course:

- (a) the omission of the following selections of Vincent's *A Second Latin Reader*: 60, 62, 64, 75, 76, 78;
- (b) the addition of Chapters 61 and 62 of *Latin for Secondary Schools*, as the contents are

necessary background for some of the readings; and

- (c) the omission in the same book of: Chapters 51; 52 (339); 53; 55; 56 (370) (371); and 57.

The following substitute resolution was approved.

C97/60 BE IT RESOLVED, that the Department of Education be requested to reactivate the subcommittee on Latin and German to:

- (a) review the texts and the programs in Latin 20 and 30 and German 20 and 30 with a view to decreasing the load,
- (b) obtain more suitable texts, and
- (c) study and make recommendations on the advisability of a three-year sequential program in Latin and German.

Notice regarding Application for Pension by Retiring Teachers

The Board of Administrators, Teachers' Retirement Fund, wishes to remind all retiring teachers that pensions do not begin automatically and that it is necessary for them to make application.

All teachers who retire as at June 30, 1961 are urged to contact the Board as soon as possible so that the granting of their pensions will not be delayed. Formal application for pension must be filed in the office before **June 30, 1961** if the pension is to begin as of July 1. [See 13(a)]. The application forms may be obtained from the office of the Board of Administrators, Teachers' Retirement Fund, 9929-103 Street, Edmonton.

The Pension By-law

10. (a) Any teacher who retires from teaching service upon or after attaining the age of 60 years and who has completed not less than 15 years of pensionable service, shall be paid a pension out of the Fund upon his written application to the Board.

13. (a) Unless otherwise directed by the Board a pension shall commence on the first day of the month next following the receipt by the Board of the application, unless pensionable service is then currently accruing to the applicant, in which case it shall commence on the first day of the month next following cessation of such service; and shall accrue and be paid monthly in equal instalments on the last day of each month.

**Board of Administrators
Teachers' Retirement Fund**

DEPARTMENT OF EDUCATION



Official Bulletin

No. 208

Senior High School French

A. Text and Course Changes

In September, 1961, a three-year program in high school French will be introduced. The arrangements concerning present courses and new courses and texts are outlined below.

1. French 10 is authorized for Grade X beginning in September, 1961. The texts to be used are these—

- (a) *Le Français Vivant* by Stock, Stock and Jeanneret, published by The Copp Clark Publishing Co. Ltd., Toronto, 1957 (Price \$2.60). Useful for either a traditional or direct approach. Reading selections reflect a Canadian as well as a French atmosphere. Text contains a number of suitable songs. Display type illustrations and tapes are also available. This text includes a good introduction to phonetics.
- (b) *New Junior French* by O'Brien and LaFrance, published by Ginn and Company, Toronto, 1959 (Price \$4.40). Direct in its approach. Particularly adapted to those teachers who are fluent in the language. The book is well illustrated by colored photographs, contains songs and phonetic transcription of vocabulary. Extra aids available are (1) albums of records, (2) objective tests, (3) teacher's manual and key, and (4) set of tapes.
- (c) *Premières Années de Français* by Kieser, published by Clarke, Irwin and Co. Ltd., Toronto, 1957 (Price \$2.25). Approach is more traditional with emphasis upon reading and

grammar. Reading selections are sequential. Teacher's edition contains teaching instructions. The first 18 lessons of the introduction are presented in phonetic transcription. Contains some Canadian atmosphere.

Though the above textbooks constitute a multiple authorization a student is expected to buy only one of these books. The responsibility for naming the book to be bought lies with each school board and its educational advisers. Conceivably, a board might require all high schools under its jurisdiction to use the same textbook or it might allow each school staff or individual teacher to make a selection from the three available.

2. French 11 will be discontinued at the end of the 1960-61 school year.

3. For the coming school year (1961-62), *Nos Voisins Français* will continue to be the authorized textbook in French 20 and 30.

4. French 21 will not be offered after 1961-62.

5. In September, 1962, the new French 20 will consist of the second portion of any one of the textbooks authorized for use in French 10. Each book is thus intended to serve for the first two years of high school French.

6. *Nos Voisins Français* will be used for French 30 for the last time during the school year 1962-63. For September, 1963, a new text will become available for French 30.

7. French 31 will continue to be offered.

B. Course Content for French 10, 1961-62

In order that the level of grammatical knowledge at the end of French 10 be uniform, it is suggested that the indicated grammatical points supplement the prescribed chapters of each text.

1. *Le Français Vivant*

- (a) Introductory lessons
- (b) Lessons 1-20
- (c) Supplementary grammatical point: Imperative, Page 200

2. *New Junior French*

- (a) Lessons 1-20
- (b) Supplementary grammatical points:
 - 1. Numerals, 70-100, Page 432.
 - 2. Position of Adverbs, Page 344.
 - 3. Expression of Quantity, Pages 299 and 300.

3. *Premières Années de Français*

- (a) A Conversational Introduction to French, Pages XVIII-LXI
- (b) Chapters 1-24
- (c) Supplementary grammatical point: Position of Adverbs, Page 205.

Course Requirements in Ukrainian 30

1. Text: *Conversational Ukrainian* — Yar Slavutych.

2. Lesson 31 to 75. It is suggested and recommended that these lessons be treated as follows:

- (a) Lessons 31 to 50—rapid review and study of the declension of nouns in the plural.
- (b) Lessons 51 to 70—intensive study.
- (c) Lessons 71 to 75—for reference purposes only.

3. The text is available in two volumes:

- Volume I containing Lessons 1 to 50.
 - Volume II containing Lessons 51 to 75.
- or
- Revised Complete Course containing Lessons 1 to 75.

School Supervision of Correspondence School Courses

For many years in some parts of America, correspondence instruction has been accepted as an integral part of the

local high school system. All responsibility for the supervision of students' work in correspondence courses is fully accepted by the school, just as in the case of subjects taught in the classroom.

It has been felt for some time that this would be a more progressive procedure to follow in Alberta. Gradually principals have been asked to assume more supervision of the work done on correspondence courses by students in their schools. Many have responded in a highly commendable manner. It is now felt that the final step should be taken, namely, the handing over to the school of all responsibility for the administration of such instruction.

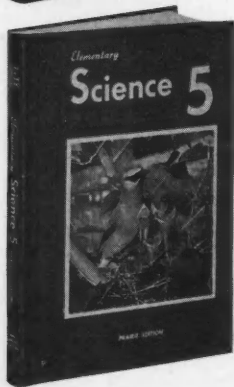
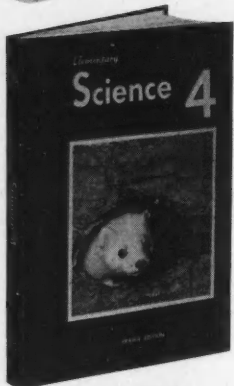
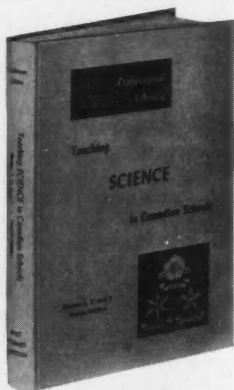
Commencing in the school year 1961-62, an application form designed for use by students attending high schools will be sent to you. It will be very much simpler than the form which has been used in the past. The Correspondence School Branch will not in future assume any responsibility for counselling classroom students. Any application which bears the recommendation of the principal and provision for the fees will be approved without question.

As in the past the Correspondence School Branch will undertake to correct all lessons received. It will also prepare and send to the principal a final test for each eligible student. Detailed information will be provided to high school principals before the opening of the new school year.

Grade IX and XII Social Studies

The Correspondence School Branch is making available to classroom teachers one general review lesson for each grade based particularly on current events of the year April, 1960 to March, 1961.

These lessons may be obtained directly from the Forms Branch, Room 716, Department of Education, Administration Building any time after May 1, 1961. A remittance of 50¢ per lesson payable to the Department of Education must accompany each order.



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ATA Banff Conference

August 20 - 26, 1961

at the Banff School of Fine Arts

Attendance

Each local association is limited to one delegate and has been advised as to what course the delegate will attend.

Applications

The prescribed application forms have been sent to secretary-treasurers of local associations, and must be completed and returned to head office on or before June 15, 1961.

Fees

A fee of \$55 for each delegate covers registration, room, board, and tips. Wives or husbands of delegates staying at the chalets will be charged \$54. A charge of \$5 covering registration will be made for those not staying in residence. All fees must be sent to head office with each application.

Program

All delegates will meet in general session at 9:30 a.m. on Monday, August 21. Tuesday and Thursday evenings are reserved for talks or panel discussions. A general session on Saturday morning, August 26

will end the course. Eight half-day sessions will be spent on the topic for each group.

Courses

- Alberta Teachers' Association Policy and Administration
- Curriculum Development
- Educational Publicity and Public Relations

Registration

Registration will take place in the the office, Administration Building, Banff School of Fine Arts, Sunday afternoon and evening, August 20.

Accommodation

Accommodation at the chalets, Banff School of Fine Arts, is available for delegates and their husbands and wives. Delegates bringing their families are requested to make arrangements for cabins.

Meals

Meals are served in the dining room, west wing, Administration Building.

The application deadline is June 15

Make your delegate's reservation early

Recreation

Wednesday afternoon and evening will be left free for sightseeing, fishing, and relaxation. Banff offers splendid opportunities for trips, swimming, golf, canoeing, riding, hiking, and dancing.

Arrangements will be made to hold a square dance one evening.

Expenses

The Alberta Teachers' Association will pay the necessary transportation expenses of one delegate from each local to the ATA Banff Conference. This payment will be made to the local association after the conference, not to the individual delegate. All other expenses must be borne by the local association.



Administration Building, Banff School of Fine Arts

The Future of the Social Studies in Alberta

(Continued from Page 11)

troversies they create do not throw much useful light on what is the best kind of education for our children.

If one gets little enlightenment from today's educational reformer as to the proper purposes of education in general, can one get more satisfaction from examining the purposes of social education which he puts forth? He usually tells us that young people today must be taught to "defend our civilization and inherited values". If this entails the transmission and mastery of the social heritage one could hardly disagree. This does not say, however, that the social studies cannot fill the bill as well as history, geography and/or civics taught as separate subjects. In fact, from decades of experience with history and geography as separate subjects it is now clear that in the high school curriculum, at least, these subjects have seldom meant more than a chronological examination of the rise and fall of royal, papal, and commercial dynasties or an equally chronological listing of all the wars and their accompanying military battles, complete with dates, places and generals, topped by a lengthy cataloguing of the virtues of prominent men — the latter seemingly so unblemished by imperfections that the less sophisticated might well be tempted to ask whether our ancestors, and not someone else's ancestors were, in fact, being described. The social studies, it is true, has not entirely been able to escape this heritage and to the extent that the classroom emphasis is still on items mentioned above, we have not had social studies teaching in high schools.

But, perhaps, with the depression over, today's circumstances are such that one should take the current crop of educa-

tional critics more seriously. To find out let us take a look at what one social analyst, Walter Lippmann, has to say about the needs of our time and of the future as far as it is foreseeable. Of the many writers who have recently written about the comparative staying power of North American society, Mr. Lippmann is, it is generally agreed, one of the more objective reporters. Not too long ago, he wrote as follows:

The critical weakness of this society [United States society, but can Canada be excluded?] is that for the time being its people do not have great purposes which they are united in wanting to achieve. The public mood of the country is defensive, to hold on and to conserve, not to push forward and to create. Americans talk about themselves these days as though they were a completed society, one which has achieved its purposes — and has no further great business to transact.

In sharp contrast, the Soviet regime, although hard, tough and cruel, is, nevertheless, strong, because it is, above all else, "a purposeful society in which all the main energies of the people are directed and dedicated to its purposes."

The indictment is quite clear even if one is not told, in this article, what purposes would be commendable. For the latter, one must look to an article written two months earlier.

My own view is that in the era the United States has now entered it will have to spend more on public services and public facilities, and that these will have to be financed at the expense of private consumption. The United States is a rich country privately, but comparatively, it is a poor country in its public life.

How is all this relevant to Canada, to Alberta? Let us examine briefly some aspects of our public life in Alberta. First of all let us look at the state of public education. We hear much these days about financial aid from various sources for university students. The hotelmen, the IODE, the counties and school divisions, the Queen Elizabeth Fund, Alberta Government Scholarships are all prominently pictured as benevolently aiding deserving students to attend the university. But does any single one of these awards give the first-year, or even second-year, student any more than

"Few high school students are encouraged to engage in philosophical discussions which are admittedly time-consuming."

\$300 - \$400 for the whole year? Yet, we all know that a full year at the university costs well over \$1,000, once room and board are included.² Such small sums of money go begging and we congratulate ourselves on having provided equality of educational opportunity for all!

We are also told that school costs are higher than ever and the Minister of Education has urged trustees to hold the line on educational expenditures. Yet, one has but to walk through any one of Alberta's junior high or elementary schools to see that nowhere is there to be found a library with a full-time librarian, nor is there a full-time, trained guidance counsellor, nor are there supervisors for each subject taught, nor is there an audio-visual aids room, etc.

In our domestic areas we in Alberta are no better off. Our roads are largely unpaved and most of the paved ones are too narrow. Our medical facilities are excellent but very expensive. The cost of housing is high and it is no wonder that so much of our population lives in substandard housing. Ours is truly the age of the basement dwellers. As a result, in certain sections of our larger cities there are as many as four families living in houses designed to accommodate only one. We shut our eyes to this, or accept it on the grounds that these people are mainly immigrants who should be happy to be free of the knock at midnight. But what about the effect of this on their children — or does it not matter whom our sons and daughters marry? Perhaps we have worked out a way to prevent our children from mixing with children raised in basement suites or in third-storey attics. If so, what does this suggest about our brand of democracy, and is it worth exporting to the committed and uncommitted areas of the world?

One could go on and note the vir-

tually slum-like existence of many of our people in prairie towns of less than 1000 population. Yet, we all know that the municipalities are heavily in debt and one merely adds insult to injury in mentioning the broken-down, weather-beaten wooden houses, the weeds everywhere, and the general lack of landscaping or public parks, the unsightly outhouses, the lack of drainage, the unpaved streets, and the mud and dust in summer.

If our public life is to keep pace with the richness of our private life, do not our young people need to know a good deal more about the national health plan, the problems of mass education, the nature and problems of our municipal government, the causes of irresponsible trade union leadership, the structure and purposes of the CBC, the feasibility of cheaper public housing, the federal lobby system, the US investment controversy, our immigration laws and regulations, the problem of inflation, the prison and parole problem, the intricate network of big business relations in North America and the world, the Bank of Canada and how it works, the growing problem of monopoly in our economic life, the nature of censorship in our society — just to mention a few topics? Is it enough that youth should just "cover" each, or is it necessary to give youth the opportunity to study each in great detail even if it means cutting down drastically on the amount of ancient and medieval history taught? Each of the above topics is extremely difficult to understand, yet each will be an important problem or factor in Canadian life for generations to come. Will we continue to send youth into the world as social illiterates and then expect them to vote intelligently on election day? Apart from the fact that many young adults find it more difficult to see what stake they have in our society, the vast majority do not know enough about how our social processes really operate to understand what most of the fuss is about on election day.

²In 1956-57, the median total expenditure for Canadian university students who lived away from home was \$1,326 as compared with \$933 for those who lived at home. *University Student Expenditure and Income in Canada, 1956-57*, p. 33 (Ottawa: Queen's Printer, 1959).

To account for public ignorance about social issues some have offered the thesis that we have become a "soft people". Others insist we have become tired of freedom and the responsibilities that accompany it. Still others claim the distribution of wealth in North America is grossly unequal and, if ours is a poor country in its public life, one must place the blame where it properly belongs — on the 2,200 men in North America who control the economic life of this continent and much of the world. The philosophical overtones of the above theses are obvious. Yet few high school students are encouraged to engage in philosophical discussions which are admittedly time-consuming. For us, the final examinations determine the pace, and students are not encouraged to think about what they learn but to remember what they are told because it could be on the Christmas, Easter or final examination this year!

But you might say that any search for an intelligent, reflective public opinion is bound to be disappointing since the many talented men and women engaged in making Madison Avenue moonshine will have their way in the end anyway. After all, man is basically an emotional animal, is he not? He is not essentially a rational being. He is easily led. All one needs to do is appeal to man's emotions to manipulate him.

If you really believe this, if this is your basic assumption about man, then why teach at all? Why pretend that, as teachers, we should be concerned to develop citizens who are willing and know how to take careful thought on social issues? Why pay lip-service to critical thinking, to the reflective method, to scientific inquiry as an ideal in social education when deep down inside you know that the average man is certain to behave unreflectively on most occasions and that as a student he had best be directed by you to churn up a daily portion of historical yardage in order to come finally into possession of something called "culture"?

But a more significant question is, why dwell on the irrationality of man at all? Why let the emotional part of man so dazzle you that you forget man is also capable of rational behavior — that is, once he is taught and given the opportunity to think matters through carefully in making his decisions? And, if the full fruits of man's rationality have been compromised in the past; if education, and especially new approaches to social education, have not brought about a marked increase in social intelligence in our human affairs, is the alternative to go back on the social studies in preference to history, geography, etc., or is the alternative to take a long, hard look at what has been making social studies teaching ineffective and then proceed to do something about it? To accept the latter alternative is to go forward, not backward.

And if, after the long, hard look one finds that part of the trouble lies in having inadequate time to teach, then let us get more time. If it is inadequate libraries, then let us get more books. If it is inadequate curricular organization, then let us reorganize it, not dismember it. If it is inadequate authority to handle many social issues, then let us clarify the authority of the social studies teacher once and for all. If it is inadequate classroom facilities with the resulting pupil-teacher ratio being too high, then let us cut down the ratio and then perhaps the current view that homogeneous grouping is the panacea for all our educational problems will be less popular because the frustration of teaching 15 rather than 30 youngsters will be markedly less! If it is inadequate preparation of teachers, then let us be more selective in our admission policies; let us put our foot down when students with only Standard S certificates are given senior high school positions; let us recognize that the bachelor of education degree is a professional degree whose courses in history and the social sciences are patterned in terms of the kind of balanced program needed for maximum efficiency

CALGARY SCHOOL BOARD

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Applications are now being received for the 1961-62 school year. Positions at every level will be available, including specialists in unit shop, commercial and physical education.

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in the social studies classroom, and let us work for an immediate four-year program for, at least, all social studies teachers because, whatever might be the case in other subject matter areas, it should be clear to everyone by now that teachers with only one or two years of training are not qualified to teach the social studies.

But, then, how does one get more books, more classroom space, more social education teachers with higher qualifications? All this costs much money. How does one improve the curriculum unless one can afford to set up a committee of two or three well-trained individuals and then give them a year off to think together, consult others, travel, compare, observe, even experiment, in order to come up with a program in which most of the wrinkles have been ironed out? The social studies was put together by busy men whose full-time duties made it impossible for them to engage in curricular work on anything more than a part-time basis. They received only the most meagre of honoraria, when they were paid anything at all. They were, for the most part, the socially conscious men

of their time — oddities in any age. Most were the kind of curious men who, on the one hand, possess too much idealism, even in the most trying times, to sympathize with those who prefer to withdraw from an insecure world; and who, on the other hand, possess too little realism to appreciate that there is little reward (except perhaps in heaven) in working for things "public" and not "private". Being human, their products had the defects of all human products; but the current campaign against the social studies shows little understanding of these men's hopes and ignores the fact that our society let these men down by not furnishing the means to accomplish the goals they had in mind.

There is not much doubt that at least part of the difficulty in implementing the concept of the social studies has been the result of difficulties in public education as a whole. These, in turn, are the result, as Lippmann suggests, of the poor state of our public life in general — and if the school can help to enrich our public life at all, the social studies alone are specifically designed to carry the lion's share of the work.

ATA Golf Tournament

The sixth annual ATA golf tournament will be held at the Windermere Golf and Country Club, South Edmonton, on Monday, July 3, 1961. The tournament has been held on Farmers' Day in previous years, but the change to a July date is necessary because Farmers' Day, 1961 will not be a holiday for some of our enthusiastic golfers. Teeing-off time will be 11 a.m.

Until final arrangements have been made regarding banquet facilities, the entry fee cannot be decided upon. (Last year it was \$6.)

The executive of the tournament includes: George Lewis, president; Joe McCallum, first vice-president; Ethel Roberts, second vice-president; Marion Deverell, secretary; Frank Loewen, con-

venor; Alice Smith, Gordon Dennis, Bill Matheson, and Chester Saby, committee members; and W. R. Eyres, tournament captain.

Two competitions will be held, one for men and the other for women. Members of The Alberta Teachers' Association and husbands and wives of members are eligible.

The success of past tournaments has indicated that our golfers have an enjoyable day of renewing acquaintances with old friends and making new ones.

Persons wishing to enter should send their name and address with a deposit of \$1 to W. R. Eyres, Barnett House, 9929-103 Street, Edmonton by June 20. Further information will be mailed to individual applicants.



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(Junior High)

A Memorandum of Agreement signed March 9, 1961 formulates a two-year Contract governing the period September 1, 1961 to August 31, 1963. The new settlement offers increases in all basic salaries and increases in all maximum salaries.

For Salary Schedule and Application Form write to:

**M. J. V. Downey,
Personnel Officer, Educational,
The Edmonton Public School Board,
10733 - 101 Street,
EDMONTON, Alberta.**

ACROSS THE DESK

Kellogg Grant to Education

A \$95,000 grant to the University of Alberta was recently announced by the W. K. Kellogg Foundation. The grant will enable the University through the Division of Educational Administration in the Faculty of Education, to extend its program for graduate study in educational administration.

Established five years ago, the Division of Educational Administration has benefited from a previous grant of \$127,540 from the W. K. Kellogg Foundation. It has offered opportunities for advanced study to graduate students from all provinces in Canada. Today's announcement indicated the willingness of the Foundation to extend its support for an additional five years.

Most of the grant will be used to encourage established educational leaders to further their professional training through graduate study, to identify promising young educators, and to provide them with opportunities for advanced study before they proceed to positions of educational leadership. The balance of the grant will provide for special staff, staff travel, and publications related to the project.

Soviet Teachers' April Visit

Three Soviet teachers, Madame Lydia Shouprakova, president of the teachers of the Russian Republic, Sergei Zavoloka, a high school teacher, and Georgy Varius, an elementary teacher, accompanied by Gerald Nason, deputy secretary-treasurer of the Canadian Teachers' Federation, stopped briefly at Edmonton's International Airport enroute from Winnipeg

to Vancouver in their tour of five Canadian cities. During their short stopover at Edmonton, the Soviet teachers were greeted by Dr. S. C. T. Clarke and Mrs. Clarke, Mr. and Mrs. F. J. C. Seymour, A. D. G. Yates, and E. J. Ingram. An informal exchange of information concerning Soviet education and the Alberta educational system was conducted through an interpreter.

The Soviet teachers are completing the second half of a reciprocal arrangement between the CTF and the Union of Educational and Scientific Workers of the USSR. Last November, CTF president Carl Gow of Winnipeg, Miss Gene Morison of Halifax, and Mr. Nason spent two weeks observing Soviet education in Moscow and Leningrad.

Opportunity for Studies in Administration

The Division of Educational Administration, University of Alberta, has recently announced the creation of a number of administrative assistantships, designed to provide a select number of experienced administrators with opportunities for advanced training and experience.

The administrative assistantship carries a stipend of \$7,000 for a two-year period. Recipients of these awards pursue a doctoral program in administration and are given opportunities to plan and participate in the activities of the division, including such projects as the Banff Short Course for School Superintendents, the Leadership Course for School Principals, administrative conferences and clinics, publications, and teaching.

Individuals interested in these assistantships and who feel they have the necessary qualifications — successful experience, good academic background — are urged to contact the chairman of the Division of Educational Administration, University of Alberta, immediately. All appointments will be made before July 1.

Service Abroad for Canadian Teachers

Arising out of the Commonwealth Education Conference held at Oxford, England in 1959, a number of plans were set up for assisting developing countries in the Commonwealth. One of these is the sending abroad of Canadian education personnel. This program is administered by the External Aid Office through its Advisory Committee on Teacher Training and Supply. The Canadian Teachers' Federation is represented on this committee by its secretary-treasurer.

Details of job specifications, working and living conditions, and salary are in some cases incomplete, although the committee hopes to be able to improve communication, timing, and detailed specifications as the program advances.

However, at present, there are at least 76 requests for immediate attention and the External Aid Office hopes to be able to meet 35 to 40 of these for next September. Many of the requests are for specialists in subject matter at secondary school level. A number are for persons to engage in teacher training. The requirement for the latter personnel is not restricted to applicants now engaged in teacher training in Canada; many experienced principals and superintendents would make excellent applicants for these posts.

Interested teachers are invited to write for the brochure "Service Abroad for Canadian Teachers", available from the Canadian Teachers' Federation, 444 MacLaren Street, Ottawa 4, or to communicate directly with the Director of Education, External Aid Office, 376 Wellington Street, Ottawa 4.

YOURS FOR THE ASKING ... *valuable teaching material for your classes*

Use this page as your order form. Mail it (or bring it) to your nearest branch of The Canadian Bank of Commerce — or mail to: **The Secretary, The Canadian Bank of Commerce, Head Office, Toronto.** Be sure to enclose your name and address.

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THE ATA NEWS BEAT

New Barnett House

On Monday, May 1, construction officially began on the \$395,000 headquarters building for our Association, at the site on 142 Street and 110 Avenue. The contractor is Bennett and Forster Ltd. of Edmonton, and the architect is K. C. Stanley & Co., who designed our present Barnett House. A sketch of the building will be found in the centre spread of this issue. The completion date is set at January 1, 1962, and this date should be easily met barring unexpected shortages of material. The contract price quoted above will be subject to minor revision upwards or downwards as the work progresses. Plans are going forward for a sale of debentures to ATA members to assist in the financing of the new headquarters and to give the membership the opportunity to make an investment that should compare favorably with any other on the market.

Alberta Advisory Committee on Educational Research

A second research monograph entitled "School Examination Practices and Standards in Alberta" has just been published by the AACER, and four other monographs are being printed now. The monograph on examinations includes sections on marking and scaling practices in Alberta from 1906 to the present, an excellent analysis of "absolute standards", suggestions for "quality control", an analysis of the form and quality of present examinations, and a most interesting set of comparisons of standards, then and now. This monograph can be purchased (\$2) from the Alberta Advisory Committee on Educational Research, University of Alberta, Edmonton.

At a meeting on April 21, your representatives on this committee were told that the AACER must now refuse very worthy and excellent research applications, because of lack of funds. Your representatives objected most strongly

to this neglect of educational research in a \$100 million business. (In 1960, the expenditure on public elementary and secondary education in Alberta was \$103 million.) Business and industry invest in research anywhere from one to three percent of their total expenditure, to assess and to improve their methods and product. The AACER budget, now in the red, is less than \$25,000. Despite the deficit budgeting, your representatives urged the acceptance of more research applications.

Locals are reminded that contributions to research can be made to the Alberta Advisory Committee on Educational Research. Many local associations make such donations.

Submission to Legislative Committee

Late in March it was learned that the Legislative Assembly's Standing Committee on Agriculture, Colonization, Immigration, and Education would hold hearings about the proposed education finance plan. At a meeting of the table officers on March 30, it was decided that the Association should make a submission, and the broad outlines were discussed. Good Friday, March 31, found all staff officers in Barnett House, from 2 until 9 p.m., working on parts of the brief which is printed elsewhere in this issue. It is the product of combined staff effort. On Saturday, April 1, it was approved by the Executive Council. During much of the Annual General Meeting, your president, A. D. G. Yates, and F. J. C. Seymour and Dr. S. C. T. Clarke were at the Legislative Assembly awaiting the Association's turn to present this submission. It was presented late on April 5, and Dr. Clarke was questioned at length on local autonomy.

Commonwealth Educational Liaison

On April 28, Dr. V. S. Jha, director of the Commonwealth Educational Liaison Unit, called at Barnett House as part

of his visit to Alberta. His mission is to stimulate assistance to underdeveloped Commonwealth countries in improving their educational systems.

To coordinate and direct the Australian effort, the central government appointed a committee or group which has surveyed needs and advises on the most productive activities. Thus each state, the central government, and other groups such as teachers' organizations, have a clearing house.

In British Columbia, the teachers made a dramatic move at their recent annual meeting. They pledged \$1 per teacher per year to cover the cost of sending a teacher to an underdeveloped Asian or African nation.

The British government has passed an enabling law which allocates £6 million to the Ministry of Education. Most of this has been set aside for 400 bursaries annually for Commonwealth teachers from underdeveloped countries to train in Britain. In addition, the British have made arrangements so that their teachers can serve three-year terms in these countries without loss of pension, tenure, and experience rights.

Dr. Jha was formerly vice-chancellor (corresponds to our president) of the University of Benares. During his stay in Alberta he visited the Department of Education and the University of Alberta. He expressed the hope that somehow these bodies, and Alberta teachers, might find their own unique way of helping education in underdeveloped countries.

In your behalf

On Good Friday, Dr. Clarke worked until midnight editing the submission to the Agriculture Committee of the Legislature on the proposed finance plan, and on Sunday, April 2, spent the afternoon along with Mr. Ingram on further editing. Along with President Yates and Mr. Seymour, he missed much of the Annual General Meeting while attending the Legislative Committee meetings. On April 6 and 7, Dr. Clarke spoke briefly to two of the inaugural meetings of

specialist councils (Business Education and Home Economics) and chaired a session of the Science Council.

Some half dozen grievances occurred in April, two of which took him to opposite corners of the province for a day. On April 15, another meeting of the Ethics Committee was held, bringing its report ever closer to completion. On April 17 to 19, he attended the Regional Conference of School Administrators (urban officials) at Banff and on the way back, April 19, a combined table officers' and Selection Committee meeting at Calgary which finished at 2:30 a.m.

On Saturday, April 22, Dr. Clarke, along with Mr. Seymour, Mr. McFetridge, several executive members, and economic consultants, attended a meeting regarding the new education finance plan. A meeting of the Evaluations Committee on April 27, and the usual full day-evening-full day Executive Council meeting of April 28 and 29 completed his activities for the month.

During the first week of April, Mr. Seymour was engaged in preparing the brief mentioned above and attending the Legislative Committee meetings or the Annual General Meeting. On April 6, along with Mr. Eyres, he attended a meeting of the teachers of the Northland School Division where a local was organized and a collective agreement was discussed. He became involved in two grievance cases during April. He spent three days making arrangements for the substitute teacher for President J. A. McDonald, and held 11 meetings connected with economic welfare.

Mr. Eyres had many AGM arrangements to attend to during the first week in April. On April 11, he attended a meeting of the board of directors of the credit union, and on April 18 spoke to the Rocky Mountain House Sublocal on pensions. On April 19, he attended another credit union meeting and the Selection Committee meeting previously mentioned, and on April 20, along with Dr. Clarke, spent the day on a grievance case. He assisted in a meeting of the Second

Edmonton District Convention Committee on April 22, attended a Credit Union Insurance Conference on April 25 and on April 27, spoke to the River Glen Sublocal on Association activities.

Inaugural meetings of specialist councils, the Annual General Meeting, and the brief to the Legislative Committee kept Mr. Ingram busy during the first part of April. He attended at least four full-day meetings of specialist councils or their executives. In addition, he met with R. A. Morton and D. B. Black to consider evaluation of TV projects, met with the Ethics Committee on April 15,

and substituted for Dr. Clarke on a subcommittee of the Board of Teacher Education and Certification on internship. On April 27, he spent the day meeting with a home and school committee to plan regional conferences on education and with the executive of the Alberta Education Council. On April 28 and 29, he divided his time between the meeting of our Executive Council and the inaugural meeting of the Modern Language Council.

Mr. McFetridge attended all the sessions of the Annual General Meeting as parliamentarian, and on April 6 and 7 was present at the inaugural meeting of the English Council of which he is secretary. During the month, he held three meetings with the architect regarding the new Barnett House and attended six meetings in connection with economic welfare. Mr. McFetridge attended the Ethics Committee meeting on April 15 and the meetings of Executive Council already mentioned.

NOTICE

All teachers seeking a new position should register with the Executive and Professional Division, National Employment Service in their area. Mailing addresses and telephone numbers of NES offices are listed below.

BLAIRMORE, Federal Building, Box 510, Telephone 2811

CALGARY, 1107 First Street S.W., Telephone AM3-0540

DRUMHELLER, Box 460, 50 Railway Avenue W., Telephone VA3-3311.

EDMONTON, 10210-107 Street, Telephone GA4-8281 and University Placement Office, Administration Building, University of Alberta, Telephone GE9-4951, Local 210, or GE3-6242

EDSON, 5005 Fifth Avenue, Telephone PA3-3012

GRANDE PRAIRIE, 9922 Richmond Avenue, Telephone 4411

LETHBRIDGE, 419 Seventh Street S., Telephone FA7-8535

LLOYDMINSTER, Saskatchewan, 5006-49 Street, Telephone 3942

MEDICINE HAT, 141-4 Avenue, Box 788, Telephone JA6-2825

RED DEER, 4916-49 Avenue, Telephone 5562

MEDICINE HAT SCHOOL DISTRICT No. 76

Applications are invited to fill positions on the staff of the Medicine Hat City Schools effective September 1, 1961, at the following levels:

Senior High School:

English, commercial, unit shop, science, librarian.

Junior High School:

Physical education (male and female), mathematics-science, English-social studies.

Elementary Schools:

General subjects, physical education.

Opportunity Classes:

Additional allowance of \$300 provided in schedule for teachers of opportunity classes.

Commencing salaries range up to \$8300—Salary schedule under negotiation.

Application form and salary schedule will be forwarded upon request to:

O. P. Larson
Superintendent of Schools
Medicine Hat School District No. 76
601 First Avenue S.W.
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- Elementary
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Calgary, Alberta



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Qualifications: University degree in education, or equivalent. Teaching experience desirable. Ability to meet people and work with others.

For full details and application forms, apply immediately to the Personnel Administration Office, 404 Legislative Building, Edmonton, Alberta.

BOW RIVER SCHOOL DISTRICT No. 1059

Applications are invited to fill positions on the staff of the Bow River School District No. 1059, effective September 1, 1961 at the following levels:

Senior High

- English, Social Studies, French
- Girls' Physical Education
- Girls' Counselling and Guidance

Men Teachers

- For Elementary Schools

Application forms and salary schedule are available upon request to:

Mrs. D. Gardiner
Secretary-Treasurer
Bow River School District
No. 1059
4025 - 14 Avenue S.E.
Forest Lawn, Alberta

EDMONTON SEPARATE SCHOOL BOARD

invites applications from
teachers qualified for:

Industrial Arts — Junior and
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Business Education—
Senior High School
(male or female)

French—Senior High School

Duties to begin September 5,
1961.

Apply to—

Mr. A. A. O'Brien
Superintendent

9807 - 106 Street, Edmonton
Telephone GA 4-6474

THE MAILBAG

Resented

To the Editor:

While reading "An Evaluation of the Leisure Reading Program . . ." in your April issue, I came across the comment, "Only the younger boys and the rural students would turn to comics." I consider this an unjustified reflection on our rural students and a display of very poor taste on the part of the writer.

—A. W.
Edmonton

Ideas and opinions wanted

To the Editor:

Our home and school association has offered to purchase crests for all students who achieve honor standing in all grades, I to XII . . . Do you know of any school using such an award plan? . . . There is a division of opinion on our staff as to the advisability of such a scheme. . . . I would like very much to have some good reliable advice on such a scheme. This I have had trouble finding as it seems that many give awards in the higher grades but not so in the lower.

—L. L. T.
Red Deer

Ouch!

To the Editor:

In the April number of *The ATA Magazine* you print a very timely question from a reader asking why the Association does not do something to correct the recent completely false newspaper assessments of the number of hours teachers work during the year. Your feeble answer to this question amazes me.

You say that the Association has never made a practice of writing letters to the newspapers, and go on to confess that, "No information of statistical nature is available on the amount of time teachers spend outside regular hours on extra-curricular duties, marking and grading of pupils' assignments and tests, prepara-

tion of lessons, and professional reading and meetings."

While no ATA member would expect one of its officials to engage in newspaper controversy, it is to be expected that the Association will see that the public is properly informed through an efficient channel of public relations. This side of the Association's activities seems to be overdue for overhaul. If it is a fact that the Association has no statistical information of the kind described, then there must be many members besides myself who would like to know why. I suggest that immediate steps be taken to collect this information and, as a beginning, I have to offer some relating to myself which I am sure is fairly representative of most teachers.

In addition to the basic 1,000 hours that you are prepared to allow the public to be told is the measure of your members' professional activity in a year, I find I have to work in my classroom daily from 7:30 until 9 a.m. and again from 12:30 until 2 p.m. This alone is 600 hours a year in addition to the number the newspapers tell me I work.

My mark-book shows that I grade and correct some 9,000 tests and assignments during the year. I have not timed myself with a stop-watch, but it is unlikely that any one of these was dealt with in less than three minutes. Many have taken as long as fifteen. The most conservative estimate, therefore, shows time taken up in marking assignments to be 27,000 minutes, or 450 hours. This already provides a total more than double the newspaper figure, and it leaves out of account study for summer school and a great many other calls upon my leisure.

I wish to emphasize that I am not complaining about these hours of work. They are part of my professional duty, to which I have become thoroughly accustomed after 34 years of teaching. But I am perplexed to see the permanent officials of my professional body so meekly prepared to allow the public to believe that I work less than half the amount I actually do. You say, "Teachers know

THREE HILLS SCHOOL DIVISION No. 60

Applications are invited to fill positions on the staff of the Three Hills School Division No. 60 effective September 1st, 1961, at the following levels:

SENIOR HIGH
Commercial, Science,
Mathematics, English,
French, Social Studies

JUNIOR HIGH
All subjects

ELEMENTARY
All subjects

OPPORTUNITY CLASSES
Two new positions

Attractive salary schedule. Several teacherages available.

Application form and salary schedule will be forwarded upon request to:

**L. P. Sampson,
Superintendent of Schools,
Three Hills School
Division No. 60,
TROCHU, Alberta.**

WESTLOCK SCHOOL DIVISION No. 37

Will need high school teachers and principals of five-six roomed schools. There are also positions in opportunity room and in junior high school in Westlock. Modern residences.

Salary range on 1960-61 salary schedule is \$2900 - \$8000, plus principals' allowances.

Apply to—

**J. Cameron
Secretary-Treasurer
Westlock School Division
No. 37
Westlock, Alberta**

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GRANDE PRAIRIE CITY SCHOOL DISTRICT NO. 2357

Applications are invited to fill positions on the staff of the Grande Prairie City Schools effective September 1, 1961 at the following levels:

SENIOR HIGH SCHOOL:

Science
English
Girls' Physical Education
Automotive Mechanics
General Subjects

JUNIOR HIGH SCHOOL:

English
Social Studies
General Subjects

ELEMENTARY SCHOOL:

Primary Specialists
Grades 1-6

Salary Schedule under negotiation.

Application form and current schedule will be forwarded upon request to:

**Secretary-Treasurer,
Grande Prairie S.D. No. 2357,
10213-99 Street,
Grande Prairie, Alberta.**

that the amount of time required outside regular school hours is extensive." Of course they do. Who knows better? This sort of remark is a waste of time. What teachers know so very well is not the issue. The real and important issue is that the newspapers are not giving the public the information that they ought to give and would give if you and your colleagues briefed them adequately.

You say that, "most people who have any knowledge of the job of teaching" know the amount of work teachers perform. What about the great many who do not know? If newspaper editors are ignorant, how many members of the public can we expect to know better?

We are a strong professional body with a strong case. Surely we have permanent officials strong enough to present it properly. To allow it to go meekly by default is nothing better than grave professional disservice, and a poor return for an annual subscription of \$54.

—G. L. B.
Calgary

Editor's Note—The Executive Council at its April meeting established a special ad hoc committee among whose duties will be that of studying all aspects of teacher load. Our writer's letter will be handed over to the committee's secretary, J. D. McFetridge of head office.

Who's travelling?

To the Editor:

Tut! Tut! How does the word "passports" get into the item about the ATA credit union in the April issue of the magazine? I hope all the members got the message!

—A MEMBER
Edmonton

Editor's Note—The word should, of course, have been "passbooks". We can only take comfort in the thought that some people may have read the credit union's publicity just because of our error!

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Submission regarding Proposed Educational Finance Plan

(Continued from Page 15)

guaranteed level of support; second, the setting of the legislative appropriation; and third, the translation of the balance into a tax rate. The details of these three items determine the effect of the plan on local autonomy, whether the main burden of finance of education is on real property, whether equalization is downward, whether quality of education is assured for the children of the province, whether the province assumes a major percentage of the actual expenditure on education, and whether the fiscal independence of local school boards will be affected. We submit that these effects are so important that the proposed educational finance plan should be set over for further study or should be modified along the lines indicated.

It is generally accepted that income tax is the best measure of ability to pay. If income tax were used to collect revenues for educational services, it would not only provide more revenues for education but it would collect these revenues on a more equitable basis. It would also lower the educational burden now borne by real property. We believe that there is sufficient merit in this proposal to warrant serious study and consideration.

A foundation program would work equally as well under this proposal as it would under a scheme which is based primarily on property taxation.

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- ✓ Business Education
- ✓ English and Social Studies pattern
- Physical Education, boys and girls desirable

State options if any. Application forms and salary schedule obtainable from—

C. McGill
Secretary-Treasurer
Camrose, Alberta

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These are full time positions; salary as per schedule.

F. F. BARGEN,
Superintendent of Schools,
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Edmonton, Phone HU 9-1022

Q & A

OUR READERS WRITE

◆ *Can I borrow money from the ATA savings and credit union for summer school?*

Yes. You should apply for a loan to The Alberta Teachers' Association Savings and Credit Union Limited, 9929-103 Street, Edmonton. The maximum loan available is now \$1000.

◆ *Does the Association provide a membership card or lapel pin for members?*

No. Many years ago, during the time when the Association was known as the Alberta Teachers' Alliance, both a membership card and a lapel pin were available.

◆ *We are having some problems with a divided principalship of three buildings on the same grounds. We think, but our school board and superintendent do not appear to agree, that one of the two principals should be in charge. Are there any systems you know about where such administrative practice is followed?*

Yes, we know of some systems where one principal is designated as a "senior" or "supervising" principal. His responsibility is for coordination of the use of school equipment, grounds, buildings, and the like. Such systems according to our informants, establish and maintain better liaison. Another school of thought on the subject insists that there should be one principal for all buildings on the same school grounds and that he should be assisted by assistant principals in each of the buildings. However, a recent amendment to The School Act gives school boards the authority to decide what is a school, and it is conceivable

that some administrative oddities may emerge unless careful thought is given to such matters by all concerned.

◆ *My school board tells me that the "Appendix to Salary Schedules" is not part of our agreement. I thought that it was a part of all agreements because it is approved by the Department of Education, The Alberta Teachers' Association and the Alberta School Trustees' Association.*

Unless the agreement contains a clause to the effect that the appendix is part of the agreement, the school board is correct. Actually few agreements now use the document as part of the agreement except for information purposes. The revised "Appendix to Salary Schedules" currently provides a reasonably accurate outline of the basis on which the University of Alberta evaluates university education for salary purposes. Most agreements cover the matter of evaluation of university education by stating that evaluation of a teacher's university education shall be as determined by the University of Alberta.

◆ *How am I to know whether a school board has completed negotiations for a new agreement before I apply for a position?*

If the newspaper advertisement states that a new salary schedule has been completed, you need have no doubts. If the advertisement is silent on the matter, it is likely that there is no new agreement. If you are doubtful, you should ask. You should note the article "Professional Placement Service Becomes a Reality", printed in this issue which reports on the placement service available through offices of the National Employment Service. These offices should have up-to-date information on such matters.

◆ *Who is the conductor of the ATA charter air trip to Europe?*

Miss Elizabeth W. Duff of 4203 - 2 Street N.W., Calgary.

◆ *Did the legislature pass an amendment to The School Act permitting school boards of rural districts, divisions and counties to contribute to group insurance plans?*

No. We understood that such an amendment was under consideration at one time, but it did not come before the session. As matters stand, school boards

of city districts continue to be the only boards which can participate in such plans.

◆ *Who is the secretary of the Alberta Education Council?*

Mr. E. J. Ingram, 9929-103 Street, Edmonton.

Notice regarding Definition of "Teacher" for Teachers and Secretaries of School Boards

Section 2(d) of *The Teachers' Retirement Fund Act* reads (in part) as follows:

2. In this Act,

- (d) "teacher" means any person who holds a valid certificate of qualification issued under the regulations of the Minister of Education and who is employed
 - (i) by the Board of trustees of a school district or division, constituted under *The School Act* in the capacity of
 - (a) a teacher, or
 - (b) a librarian devoting his full time to the work of a school,or by the Lloydminster Public School District and the Lloydminster Roman Catholic Separate School District in the capacity of a teacher;
 - (ii) as a superintendent, supervisor, principal or other such official of a school district or a school division formed and constituted under *The School Act*, and includes a person employed by the board of trustees of a school district or division constituted under *The School Act* and engaged in a non-teaching capacity, if the holding of a valid certificate of qualification issued under the regulations of the Minister of Education is required by the board of trustees as a condition of the employment and the requirement is approved by the Board of Administrators.

The Board of Administrators suggests that any teacher considering a position other than as a teacher, librarian, superintendent, supervisor or principal contact the Board regarding his position under *The Teachers' Retirement Fund Act* before he accepts it.

It is suggested also, that school boards considering appointments to positions other than those listed above, contact the Board regarding the status under this Fund of any teacher appointed to the position.

**Board of Administrators
Teachers' Retirement Fund**

Teachers' Directory

Department of Education Supervisory and Superintendency Staff

Chief Superintendent of Schools

T. C. Byrne, M.A., Ed.D.

Assistant Chief Superintendent of Schools

R. E. Rees, M.A., Ph.D.

Special Supervisors

A. A. Aldridge, B.A., Ed.M.

R. H. Cunningham, B.Ed.

A. Berneice MacFarlane, B.Ed., M.Sc.

G. L. Peers, B.A.

Supervisor of Guidance

Supervisor of Industrial Arts

Supervisor of Home Economics

Assistant Supervisor of Guidance

Inspectors of High Schools

G. L. Berry, M.A., B.Ed.

E. D. Hodgson, M.Ed.

J. C. Jonason, M.A., Ed.D.

L. W. Kunelius, B.Sc., M.A.

H. A. MacNeil, M.Ed.

O. Massing, B.A., M.Ed.

F. M. Riddle, B.Sc., B.Ed.

Department of Education, Edmonton

Department of Education, Edmonton

Department of Education, Edmonton

134 - 8 Avenue East, Calgary

Court House, Lethbridge

Provincial Building, Red Deer

Grande Prairie

Superintendents of School Divisions and Counties

N. J. Andruski, M.Ed.

Grande Prairie

County of Grande Prairie
No. 1

J. B. Bell, B.A., B.Ed.

Warner

County of Warner No. 5

J. H. Blocksidge, B.A., B.Ed.

Vermilion

Vermilion No. 25

E. J. M. Church, B.A., B.Ed.,
Ph.D.

Brooks

County of Newell No. 4

T. K. Creighton, M.A.

Stettler

County of Stettler No. 6

W. R. Dean, B.A., B.Ed.

Drumheller

Drumheller No. 30 and
Red Deer Valley No. 55

E. M. Erickson, B.A., B.Ed.

Wetaskiwin

County of Wetaskiwin No. 10

F. B. Facey, M.A.

10426 - 81 Avenue,
Edmonton

Clover Bar No. 13

O. Fadum, M.Ed.

High Prairie

High Prairie No. 48

G. Filipchuk, M.Ed.

Lamont

Lamont No. 18

M. G. Gault, B.S.A., B.Ed.

Athabasca

County of Athabasca No. 12

T. E. Giles, M.Ed.

Fort Vermilion

Fort Vermilion No. 52

I. Goresky, M.A., M.Ed.

Thorhild

County of Thorhild No. 7

H. J. Hall, M.Ed.

Red Deer

Red Deer No. 35

L. G. Hall, B.A., M.Ed.

Wainwright

Wainwright No. 32

J. R. S. Hambly, B.Sc., Ed.D.

Camrose

Camrose No. 20

F. Hannotchko, B.A., B.Ed.

Stony Plain

Stony Plain No. 23

H. I. Hastings, B.Ed.

Rocky Mountain
House

Rocky Mountain No. 15

W. G. Hay, M.A.

Hanna

Berry Creek No. 1 and
Sullivan Lake No. 9

M. Holman, M.Ed.	Strathmore	County of Wheatland No. 16
S. W. Hooper, B.Sc., M.A.	Olds	County of Mountain View No. 17
J. S. Hrabi, B.A., M.Ed.	Killam	Killam No. 22
W. Hryciuk, B.A., B.Ed.	Barrhead	County of Barrhead No. 11
A. D. Jardine, B.Sc., M.Ed.	Edson	Edson No. 12
Henry Kolesar, M.Ed.	Vegreville	Vegreville No. 19
W. S. Korek, B.Sc., B.Ed.	1001 - 8 Avenue W., Calgary	Calgary No. 41
H. A. Kostash, B.A., B.Ed.	Smoky Lake	County of Smoky Lake No. 13
A. E. Kunst, B.A., B.Ed.	Taber	Taber No. 6
C.M. Lavery, B.A., B.Ed.	134 - 8 Avenue E., Calgary	Calgary Non-Divisional Districts
Russell Leskiw, B.Ed.	Foremost	County of Forty Mile No. 8
R. F. McCormick, B.Sc., B.Ed.	Provost	Provost No. 33
R. V. McCullough, A.B.	Red Deer	At large
E. G. McDonald, B.A., B.Ed.	Westlock	Westlock No. 37
W. D. McGrath, B.Ed.	Peace River	Peace River No. 10
J. A. McKay, B.Sc., M.A.	147 - 6 Street S.E., Medicine Hat	Medicine Hat No. 4
Munroe MacLeod, M.A.	11642 - 72 Avenue, Edmonton	Edmonton Non-Divisional Districts
Grant Matkin, B.Ed., M.A.	Cardston	Cardston No. 2
O. Matson, B.Sc., B.Ed.	Pincher Creek	Pincher Creek No. 29
E. C. Miller, B.A.	214 - 13 Street S., Lethbridge	Lethbridge No. 7
N. Myskiw, B.Sc., B.Ed.	Two Hills	Two Hills No. 21
S. N. Odynak, B.Ed.	Lac la Biche	Lac la Biche No. 51
R. C. Ohlsen, B.Ed.	Ponoka	County of Ponoka No. 3
J. B. Percevault, B.Ed.	Bonnyville	Bonnyville No. 46 (and temporarily St. Paul No. 45)
H. A. Pike, B.Ed.	Tofield	County of Beaver No. 9
C. Pyrch, B.A., B.Ed.	Leduc	Leduc No. 49
G. J. Rancier, B.Ed.	Oyen	Acadia No. 8
J. E. Reid, B.Ed.	Castor	Castor No. 27 and Neutral Hills No. 16
H. R. Ross, B.Sc., B.Ed.	Lacombe	County of Lacombe No. 14
Leonard P. Sampson, B.A., M.Ed.	Trochu	Three Hills No. 60
A. L. Schrag, B.Sc., B.Ed.	Vulcan	County of Vulcan No. 2
S. D. Simonson, B.Sc., B.Ed.	High River	Foothills No. 38
L. D. Stewart, B.A., B.Ed.	Claresholm	Macleod No. 28
J. F. Swan, B.A., B.Ed.	10636 - 79 Avenue, Edmonton	County of Sturgeon No. 15
H. Toews, M. Ed.	Grande Prairie	East Smoky No. 54 and Grande Prairie Inspectorate
C. M. Ward, B.Sc., B.Ed.	Sangudo	Lac Ste. Anne No. 11
R. M. Ward, B.Ed.	Fairview	Fairview No. 50 and Spirit River No. 47

Changes in this listing are expected but they will not be effective until September, 1961.

Superintendents of Urban and Town School Districts

Name	Address	District
P. F. Bargen, M.A., Ph.D.	10034 - 155 Street, Edmonton	West Jasper Place No. 4679
H. E. Beriault, B.A.	10421 - 159 Street, Edmonton	Jasper Place CS No. 45
L. H. Bussard, M.A., M.Ed.	Lethbridge Collegi- ate Institute, Lethbridge	Lethbridge No. 51
R. A. Cannon, B.A.	1347 - 12 Avenue W., Calgary	Calgary CS No. 1
G. H. Dawe, M.Ed.	4747 - 53 Street, Red Deer	Red Deer No. 104
A. H. Hughes, B.Ed.	RCAF Station, Cold Lake	Biggin Hill No. 5029
R. A. Kimmitt, M.Ed.	425 - 18 Street S., Lethbridge	Lethbridge CS No. 9
O. P. Larson, B.Sc., M.Ed.	601 - 1 Avenue S.W., Medicine Hat	Medicine Hat No. 76
M. D. McEachern	Blairmore	Crowsnest Consolidated No. 78
W. N. McNeill, B.A., B.Ed.	Headquarters, Western Com- mand, Edmonton	Griesbach (Army) No. 5028
J. J. Nearing, B.A.	c/o St. Mary's School, 115 - 11 St. S.W., Medicine Hat	Medicine Hat CS No. 21
A. A. O'Brien, B.A.	9807 - 106 Street Edmonton	Edmonton CS No. 7
R. N. Paton, B.Sc.	Wetaskiwin	Wetaskiwin No. 264
W. P. Wagner, B.A., M.Ed.	10733 - 101 Street, Edmonton	Edmonton Public No. 7
R. Warren, B.A., Ed.M.	McDougall School, Calgary	Calgary Public No. 19

Secretary-Treasurers

Divisions

Division and Number

Acadia No. 8
 Berry Creek No. 1
 Bonnyville No. 46
 Calgary No. 41
 Camrose No. 20
 Cardston No. 2
 Castor No. 27
 Clover Bar No. 13
 Drumheller
 East Smoky No. 54
 Edson No. 12
 Fairview No. 50

Secretary-Treasurer and Address

W. B. Palmer, Oyen
 J. A. Lukey, Sunnynook
 A. G. Lapointe, Bonnyville
 O. P. Gosling, 1001 - 8 Avenue West, Calgary
 S. Hesketh, Camrose
 R. Sackley, Cardston
 G. G. Campbell, Castor
 C. E. Bowker, 10426 - 81 Avenue, Edmonton
 R. C. Horley, Drumheller
 G. Hargreaves, DeBolt
 D. S. Blundell, Edson
 C. E. Lee, Fairview

Foothills No. 38
 Fort Vermilion No. 52
 High Prairie No. 48
 Killam No. 22
 Lac la Biche No. 51
 Lac Ste. Anne No. 11
 Lamont No. 18
 Leduc No. 49
 Lethbridge No. 7
 Macleod No. 28
 Medicine Hat No. 4
 Neutral Hills No. 16
 Northland No. 61
 Peace River No. 10
 Pincher Creek No. 29
 Provost No. 33
 Red Deer No. 35
 Red Deer Valley No. 55
 Rocky Mountain No. 15
 Spirit River No. 47
 Stony Plain No. 23
 St. Paul No. 45
 Sullivan Lake No. 9
 Taber No. 6
 Three Hills No. 60
 Two Hills No. 21
 Vegreville No. 19
 Vermilion No. 25
 Wainwright No. 32
 Westlock No. 37

J. W. Donald, High River
 Mrs. J. B. Aitchison, Fort Vermilion
 J. H. Sanders, High Prairie
 E. Borth, Killam
 W. J. Chester, Lac la Biche
 F. A. Rolof, Sangudo
 M. Woycenko, Lamont
 A. R. Perschbacher, Leduc
 R. M. Glover, 214-13 Street South, Lethbridge
 A. P. Grant, Granum
 A. T. Shand, Medicine Hat
 C. G. Stillings, Consort
 R. J. Scott, 9916 - 109 Street, Edmonton
 P. R. Sproul, Peace River
 A. L. Wadstein, Pincher Creek
 J. H. Cochrane, Hughenden
 H. T. H. Roberts, Red Deer
 Miss C. Sinclair, Drumheller
 R. Crawford, Rocky Mountain House
 J. Stronach, Spirit River
 A. W. Boychuk, Stony Plain
 L. P. Meunier, St. Paul
 H. K. Fielding, Hanna
 M. V. Crumley, Taber
 A. W. Poland, Box 165, Trochu
 P. M. Shavchook, Two Hills
 D. W. Kennedy, Vegreville
 J. R. Robson, Vermilion
 O. G. Griffiths, Wainwright
 J. Cameron, Westlock

Counties

County and Number
 Athabasca No. 12
 Barrhead No. 11
 Beaver County No. 9
 Forty Mile No. 8
 Grande Prairie No. 1
 Lacombe No. 14
 Mountain View No. 17
 Newell No. 4
 Ponoka No. 3
 Smoky Lake No. 13
 Stettler No. 6
 Sturgeon No. 15
 Thorhild No. 7
 Vulcan No. 2
 Warner No. 5
 Wetaskiwin No. 10
 Wheatland No. 16

Secretary-Treasurer and Address
 W. J. Leskiw, Box 540, Athabasca
 R. Penrice, Box 645, Barrhead
 O. Monsson, Box 140, Ryley
 R. R. Wallman, Foremost
 R. B. Bowen, 9924 - 101 Avenue, Grande Prairie
 G. E. Brooks, Lacombe
 J. Riddoch, Didsbury
 H. C. Scammell, Brooks
 L. G. Saunders, Box 549, Ponoka
 J. Skuba, Smoky Lake
 L. P. Williams, Box 583, Stettler
 J. O. Patry, 12634 - Fort Road, Edmonton
 P. G. Woloschuk, Thorhild
 D. D. McQueen, Vulcan
 D. M. Holladay, Warner
 G. Baker, Box 638, Wetaskiwin
 H. C. Willson, Strathmore

Districts

District and Number

Cities

Calgary Public No. 19
 Camrose No. 1315
 Drumheller No. 2472
 Edmonton Public No. 7
 Grande Prairie No. 2357
 Lethbridge No. 51
 Medicine Hat No. 76
 Red Deer No. 104
 Wetaskiwin No. 264

Calgary CS No. 1
 Camrose CS No. 60
 Drumheller CS No. 25
 Edmonton CS No. 7
 Lethbridge CS No. 9
 Medicine Hat CS No. 21

Red Deer CS No. 17
 Sacred Heart CS No. 15
 St. Joseph CS No. 28

Towns

Beverly No. 2292

Bonnyville No. 2665
 Bow River No. 1059

Bowness No. 4590

Brooks No. 2092
 Coleman No. 1216
 Devon No. 4972
 Hanna No. 2912
 High River No. 144
 Lodgepole No. 5073
 Montgomery No. 4967
 Redcliff No. 2283
 Stettler No. 1475
 St. Albert No. 3
 St. Paul No. 2228
 Swan Hills No. 5109
 Thibault CP No. 35
 West Jasper Place No. 4679

Beaverlodge CS No. 68
 Beverly CS No. 52
 Bow Island CS No. 82
 Bowness CS No. 69
 Bow River CS No. 55

Secretary-Treasurer and Address

L. W. Bessell, McDougall School, Calgary
 C. McGill, Camrose
 Miss C. L. Sinclair, Drumheller
 T. W. Meen, 10733 - 101 Street, Edmonton
 F. E. Hays, 10213 - 99 Street, Grande Prairie
 A. J. Watson, Lethbridge
 G. H. Davison, 601 - 1 Avenue S.W., Medicine Hat
 Mrs. L. Scott, 4747 - 53 Street, Red Deer
 C. B. McMurdo, Wetaskiwin

R. A. Cannon, 1347 - 12 Avenue West, Calgary
 F. Troppmann, Box 1747, Camrose
 Rev. J. H. Smith, Box 361, Drumheller
 L. J. Slavik, 9807 - 106 Street, Edmonton
 N. L. Reilander, 425 - 18 Street South, Lethbridge
 P. J. Kelly, c/o St. Mary's School,
 115 - 11 Street S.W., Medicine Hat
 C. Lerouge, PO Box 625, Red Deer
 Rev. J. R. MacDonald, Wetaskiwin
 Miss I. E. Blais, St. Joseph High School,
 Grande Prairie

Mrs. H. Mills, Lawton Junior High School,
 11602 - 40 Street, Edmonton
 M. A. Biron, Bonnyville
 Mrs. D. Gardiner, 4025 - 14 Avenue S.E.,
 Forest Lawn
 V. LeBrun, 6540 Bowwood Drive, Box 1151,
 Bowness
 A. B. Zubot, Brooks
 Mrs. N. Goulding, Coleman
 B. D. Stover, Devon
 P. Cochran, Hanna
 J. W. Donald, High River
 F. C. Leadlay, Box 40, Lodgepole
 J. R. Forrest, PO Box 60, Sub PO 57, Montgomery
 J. Congdon, Redcliff
 V. E. Whittaker, Box 670, Stettler
 C. McDonell, St. Albert
 S. D. LeFebvre, St. Paul
 R. Harrington, Swan Hills
 P. E. Brochu, Morinville
 A. L. Miller, 10034 - 155 Street, Edmonton
 Mrs. R. M. Russill, Beaverlodge
 J. Grace, 4838 - Ada Boulevard, Beverly
 Rev. T. Kiely, St. Michael's Rectory, Bow Island
 Rev. C. J. Clancy, Box 419, Bowness
 D. G. Mooney, 41 Street and 16 Avenue S.E.,
 Forest Lawn

Coaldale CS No. 73
Cold Lake CS No. 64
Glen Avon PS No. 5
Grand Centre CS No. 67
Grimshaw CS No. 88
High Prairie CS No. 56
Immaculate Conception
CS No. 43

Jasper Place CS No. 45
Picture Butte CS No. 79
Providence CS No. 30
Provost CS No. 65
Rosary CS No. 37
St. Albert PS No. 6
St. John's CS No. 32
St. Martin's CS No. 16
St. Michael's CS No. 18
St. Thomas More CS No. 35
Ste. Marie CS No. 36
Taber CS No. 54
Theresetta CS No. 23
Valleyview CS No. 84
Wainwright CS No. 31

Rural Districts

Antonberg No. 4586
Atlee No. 3389
Banff No. 102
Biggin Hill No. 5029
Brazeau No. 5120
Buffalo Park No. 5047
Burmis Camp No. 5066
Canmore No. 168
Cynthia No. 5085
Exshaw No. 1699
Faraway No. 4689
*Fishing Lake No. 4850

Griesbach No. 5028
Grovedale No. 4910
Hays No. 5005
Hokenheim No. 2094
Independent Valley No. 4604
Iosegun No. 5093
Jasper No. 3063
Judy Creek No. 5129
Kananaskis No. 5100
Keystone Valley No. 5098
Lake Louise No. 1063
Morley No. 172
Mynarski Park No. 5012

Rev. G. McLellan, Box 566, Coaldale
Mrs. V. King, Box 10, Cold Lake
J. Wengzynowski, St. Paul
Rev. Robert Poulin, Box 270, Grand Centre
Rev. J. Watchel, Grimshaw
J. Gowan, High Prairie
Mrs. L. M. Neary, Box 1077, Peace River

M. Onychuk, 10421-159 Street, Edmonton
Rev. Wm. O. MacCallum, Picture Butte
Mrs. F. A. Chalifoux, Box 8, McLennan
Mrs. J. Schumacher, Provost
Mrs. H. Turner, Manning
H. Armstrong, Box 60, St. Albert
Rev. B. Brown, McMurray
D. McGillivray, Vegreville
L. M. Siegel, Pincher Creek
Rev. A. Kosolofski, Fairview
G. Dufour, Spirit River
Rev. C. J. Lyons, Box 460, Taber
Rev. J. J. O'Halloran, Castor
Rev. A. Gendre, Box 248, Valleyview
P. P. Herauf, Wainwright

H. Toews (OT), Box 130, Grande Prairie
R. Stewart, Atlee
W. J. Robertson, Box 748, Banff
S/L C. E. Waugh (OT), RCAF Station, Cold Lake
F. C. Leadlay, Box 40, Lodgepole
Lt. A. A. Yager, Camp Wainwright
T. Van Wyk, Burmis
G. Measor, Canmore
F. C. Leadlay, Box 40, Lodgepole
L. E. J. Day, Exshaw
R. C. Ohlsen (OT), Ponoka
H. F. Irwin (OT), Administration Building,
Edmonton
Official Trustee, HQ, Western Command,
Kingsway Avenue, Edmonton
J. C. Penson, Grovedale
Mrs. A. Finkbeiner, Hays
A. Berger, Provost
H. Toews (OT), Box 130, Grande Prairie
A. Gollar, Iosegun Lake
W. L. Yorke, Jasper
Mrs. H. Ludwig, Box 10, Fort Assiniboine
C. M. Laverty (OT), 134-8 Avenue East, Calgary
W. S. Korek (OT), 1318-Crescent Road, Calgary
C. M. Laverty (OT), 134-8 Avenue East, Calgary
W. S. Korek (OT), 1318-Crescent Road, Calgary
F/L H. C. S. Chalmers (OT),
RCAF Station, Penhold

Nordegg No. 3211
Normandy No. 4986

Portsmouth No. 3705

Ralston No. 4981

Rosenheim No. 1892
Seebe No. 4152
South Wapiti No. 4623
St. Isidore No. 5054
*Utikuma No. 4904

Virginia Hills No. 5131
Waterton Park No. 4233
Western Ridge No. 2083

Breynat CS No. 53
Clandonald CS No. 29
Egremont CS No. 80
Fort Chipewyan CS No. 57
Fort Vermilion CS No. 26
Ingersoll CS No. 91
Jubilee PS No. 4
St. Laurent CS No. 47
Ste. Bernadette CS No. 34
West Peace River CS No. 90

Villages

Cochrane No. 142
Stirling No. 647
Turner Valley No. 4039

Assumption CS No. 50
Berwyn CS No. 89
Burdett CS No. 83
Killam CS No. 49
Pontmain CS No. 20
Sexsmith CS No. 51
St. Aubin CS No. 24
St. Rita's CS No. 27

Consolidated Districts

Barons No. 8
Crowsnest No. 78
Falher No. 69
Forestburg No. 45
Galahad No. 62
Great Bend No. 42
Lousana No. 38
Parkland No. 51

H. I. Hastings (OT), Rocky Mountain House
W/C H. W. Saunders (OT),
RCAF Station, Lancaster Park
H. F. Peters (OT), Dominion Range
Experimental Station, Manyberries
D. H. Williams, Suffield Experimental Station,
Ralston

E. Lorenz, Provost
J. T. Crowder, Seebe
H. Toews (OT), Box 130, Grande Prairie
E. Lavoie, Peace River
H. F. Irwin (OT), Administration Building,
Edmonton
W. Gorgichuk, c/o Forster's Transport, Whitecourt
W. A. Henderson, Waterton Park
G. Gaida, Hayter

Mrs. G. Duperron, Breynat
P. Convey, Clandonald
Mrs. E. O'Brien, Egremont
Rev. L. Casterman, Fort Chipewyan
Rev. G. Tessier, Fort Vermilion
R. Gunning, Peace River
Mrs. A. Roy, Jean Cote
J. A. Brosseau, Brosseau
Rev. R. A. Lerouge, Picardville
H. K. Goy, Peace River

Mrs. V. N. Scott, Cochrane
Mrs. E. L. Christenson, Stirling
A. Collins, Black Diamond
Rev. S. J. Molnar, Box 76, Oyen
Rev. J. Watchel, Berwyn
R. Miller, Burdett
J. A. Slavik, Killam
Rev. V. Hartman, Trochu
R. G. MacDonald, Sexsmith
R. Delemont, Chauvin
F. W. Kettenbach, Rockyford

F. Dawley, Barons
L. D. Huntley, Blairmore
T. H. Therriault, Falher
C. Farvolden, Forestburg
C. MacDonald, Galahad
R. W. Whitrow, Delburne
J. Smith, Lousana
Mrs. R. Howey, Parkland

OT Official Trustee
PS Protestant Separate

CS Catholic Separate
* Metis

THE SECRETARY REPORTS

Education Finance Plan

The legislation which sets up the new financial scheme for education is enacted. The terms of this legislation can be summarized as follows.

1. The Minister of Education shall establish a School Foundation Program Fund.

2. The Cabinet shall set a mill rate not to exceed 32 mills.

3. Each municipality shall pay into the Fund in three instalments each year the sum obtained from 32 mills levied by the Minister on the equalized assessment of the municipality.

4. From the Fund, the Minister of Education shall pay to each district, division, or county such sums as may be authorized by regulations established by the Cabinet.

5. The Cabinet may authorize municipalities to pay the levy from the 32 mills directly to the school board or school committee.

6. A school board may requisition a municipality for such further revenue as it may require to operate the schools.

7. The scheme only applies to a separate school district if approved by the separate school board.

8. The municipal council may appeal requisitions for further revenue (as mentioned above, item 6) to a Local Authorities Board.

9. An appeal is permitted only after the municipal council has given to the board eight days' notice of a meeting called for the purpose of discussing the school budget.

10. The members of the Local Authorities Board are appointed by the Cabinet and can be dismissed by the Cabinet at any time.

A great deal of discussion has centred around the regulations proposed for the distribution of the moneys to school boards. So far, these regulations have not been adopted by the Cabinet. Some, but not all, were included in this column in the April issue, but they are repeated here for completeness.

- Instruction — \$105 per pupil, and \$2,100 for each teacher with less than two years of training, and \$2,400, \$2,700, \$3,000, \$3,400, and \$3,700 for each teacher with two, three, four, five, and six years or more of training, respectively.
- Transportation—\$11P(D-1½) where P is the number of pupils transported from a district to the school, and D is the distance on the right angle from the farthest corner of the district to the school.
- Operation and maintenance—\$1,000 per teacher.
- Instructional aids—\$300 per teacher.
- Administration—two percent of the total of the preceding items.

- Debenture repayments—\$47 per pupil providing that, if this did not meet actual repayments, the latter would be provided for two years after which the matter would be reviewed. The overpayment would be recovered from future operation of the formula. If the \$47 per pupil exceeded actual repayments, one-half of the excess would be retained by the Department of Education in a special capital account.

In addition to the above formula, which will probably become regulation before this is in print, the following special grants from the former grant system are retained.

- A per teacher grant of \$2,500 for approved classes of subnormal, hard of hearing, sight-saving, and similar classes.
- A grant to reimburse districts 75 percent of their assistance to schools for retarded children up to \$480 per pupil or \$6,000 per teacher and 90 percent of construction of classrooms up to \$7,200 per classroom.
- One-third of the cost of approved equipment for science, art, music, physical education, agriculture, commercial, and technical courses.
- Evening classes at the rate of \$1.25 per hour per teacher.
- Isolation bonuses not to exceed \$750 per teacher.
- Grants for mission schools (now largely covered by the Northland School Division).
- An establishment grant for newly formed districts.
- A special grant to areas which straddle borders.
- A dormitory grant.

The above are the solid facts of the education finance plan. Readers are reminded that regulations made by the Cabinet can be changed at any time, and that there has already been warning that, if the distribution formula appears to need changing, it will be changed. Already nearly all of the separate school boards, and certainly all of the larger ones, have asked to be included in the scheme. Feverish activity by school secretaries and secretaries of county school committees is occurring all over the province as the impact of the new plan is calculated. By now, the equalized assessment for municipalities is known, and the local tax required to raise the Department of Education levy is being calculated. It is estimated that 30 of the larger school units in the province will receive less money for education than they would have under the former grant system and previous rates of local taxation. Are there any which will receive more money?

Stanley Clarke

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